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OCR

Cambridge Advanced Nationals (AAQs)

IT: Data Analytics (H019/H119)

Computing: Application Development (H029/H129)

First Teaching September 2025

Vinay Thawait / Neil Hateley |

Subject Advisors - Computer Science, IT and iMedia

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Today's session

- An introduction
- V-Levels consultation and CAR Review final report
- OCR Level 3 Cambridge Advanced National (AAQ) in **IT: Data Analytics and Computing: Application Development**
- What teaching content and assessment looks like
- OCR's full compensation marking model
  - How it will benefits teachers and students
- Support provision
- Q&A with the subject advisor
- The next steps?

Introductions

Your Subject Advisors

Vinay Thawait

Computer Science, IT and iMedia

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Our new brand

Our brand in a sentence

Introducing Cambridge OCR

We’re committed to making assessment straightforward, so every student can thrive.

Across qualifications, support and resources, we constantly work to deliver the highest level of consistency, accessibility and fairness, year-on-year.

Post-16 Education and Skills White Paper (20 October)

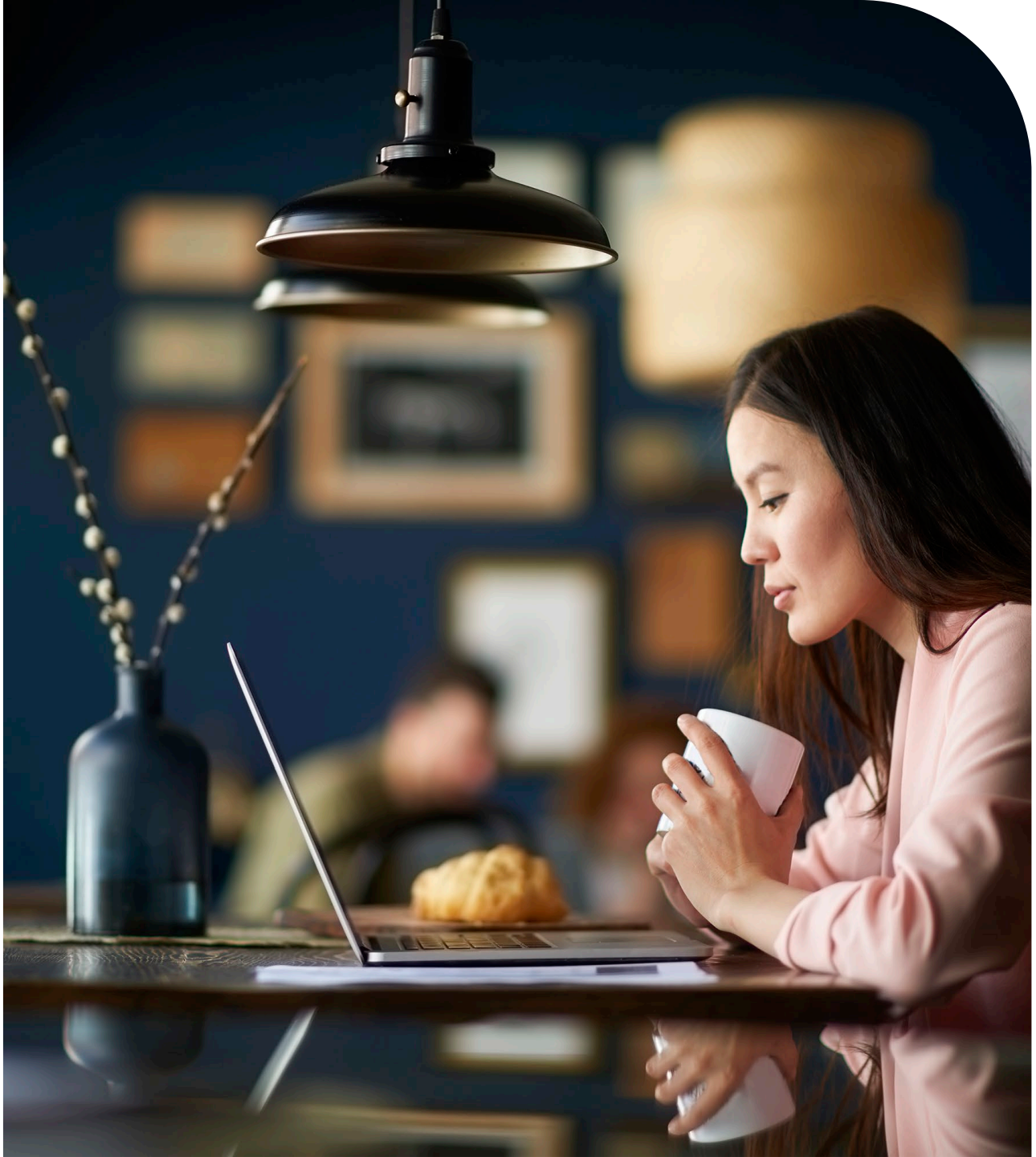
V-Levels Consultation

Consultation Level 3 Proposals

- The White Paper proposes to introduce **new Level 3 V-Levels** (vocational qualifications)
- **Replacing** existing 16-19 qualifications like AAQs and AGQs
- Leaving a choice of **V-Levels, A-Levels, T-Levels**
- V Levels will be around the **size of one A Level** and can be **taken with a mix** of other V Levels or A levels
- V levels will be based on **nationally set content** drawing on **occupational standards**, with **common titling and assessment models**
- **Government will decide the V Level subjects**, and which need to be introduced most urgently.

https://www.ocr.org.uk/news/post-16-education-and-skills-white-paper-what-you-need-to-know/

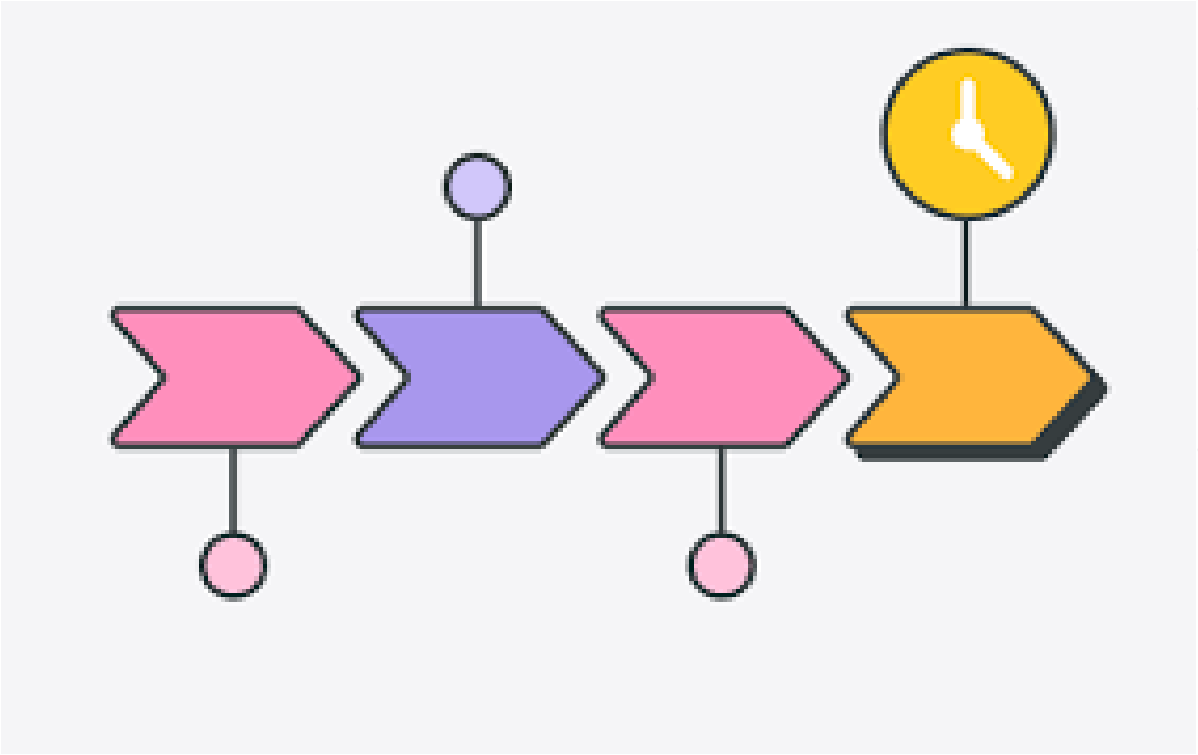
https://www.ocr.org.uk/Images/729118-level-3-cambridge-technicals-and-aaq-funding-guide-for-england.pdf



Consultation Level 2 Proposals

- There will be two Level 2 pathways a Further Study pathway including **Foundation Certs** and an Occupational pathway including new **Occupational Certs**.
- Level 2 Foundation Certificates will be part of a **one-year** level 2 further study programme to support transition to level 3
- Level 2 Occupational Certificates will be part of a **two-year programme** leading to employment or further job-related training

Post 16 VQ timelines



- Phased introduction between **Sept 2027 and Sept 2030**
- The **consultation proposes** that, where appropriate, the new **Level 2 and Level 3 qualifications** should be **developed in parallel**
- Participate in consultation – **closing date 12 Jan 2026**

Curriculum and Assessment Review (CAR) Final Report - 5 November

Curriculum and Assessment Review (CAR)

[Building a World Class curriculum for all]

Key reforms include

- Replacing the narrowly focused computer science GCSE with a broader, future-facing **computing GCSE** and exploring a new qualification in data science and AI for 16–18-year-olds.
- Changes to school performance measures – **removal of the EBacc and reforms to Progress 8**
- Reduce overall exam time to **at least 10%** based on subject-by-subject basis ensuring minimal impact on reliability, fairness and teaching and learning. Each subject retaining at least 2 assessments
- Continue to work with Ofqual to explore potential of innovation in **on screen assessment to support accessibility and SEND**
- **The new curriculum** will be implemented in full, for first teaching from **September 2028**.
- Government will aim to publish **the final revised national curriculum by spring 2027** – giving schools **four terms** to prepare for the changes.
- **The new national curriculum will be digital and machine-readable**, to support teachers to more easily sequence their school curricula.

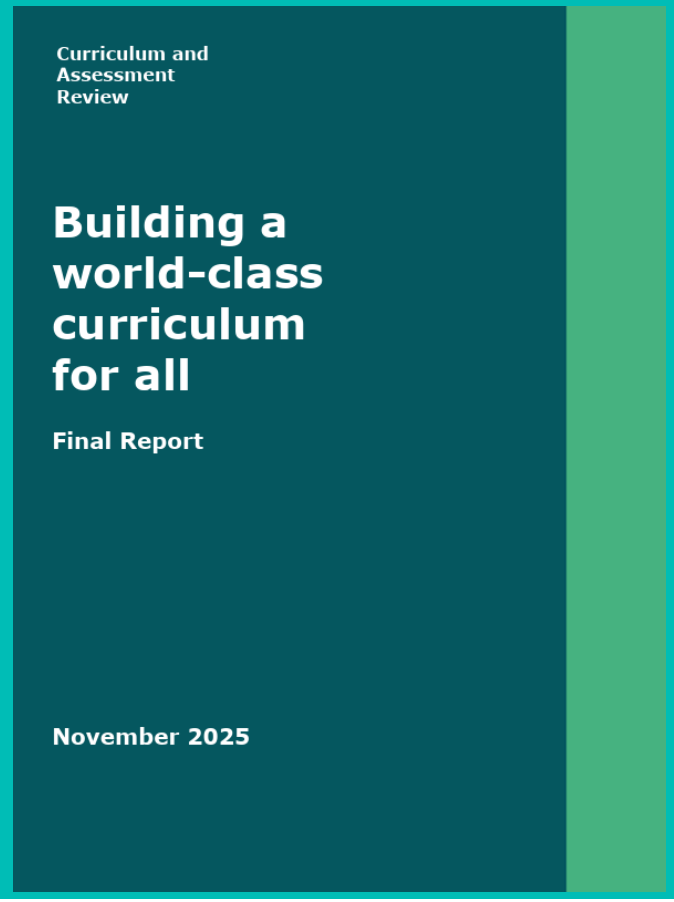


Figure 3: Implementation timelines

Spring 2027: National curriculum published	September 2028: First teaching of new national curriculum	September 2029: First teaching of Phase 1 GCSEs	September 2030: First teaching of Phase 2 GCSEs	September 2031: First teaching of Phase 1 A levels	September 2032: First teaching of Phase 2 A levels
		Summer 2031: First exams	Summer 2032: First exams	Summer 2033: First exams	Summer 2034: First exams

Why Choose OCR - Unique Features

What are Alternative Academic Qualifications (AAQs)?

- Designed for students aged 16 to 19 years, Alternative Academic Qualifications (AAQs) are Level 3 academic qualifications that can be combined with A Levels as part of a post-16 mixed-study programme.
- They are designed to help students learn the wider transferable skills, knowledge and understanding desired by HEIs.

Cambridge Advanced Nationals, our AAQs, **encourage students** to:

- develop key knowledge, understanding and skills, relevant to the subject
- think creatively, innovatively, analytically, logically and critically
- develop valuable communication skills that are important in all aspects of further study and life
- develop transferable learning and skills, such as evaluation, planning, presentation and research skills
- develop independence and confidence in applying the knowledge and skills

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Where do AAQs fit into a post-16 mixed programme of study?

- Students who want to progress onto further or higher education, but don't want to study only A Levels (or a T Level programme), can choose a mixed study programme.
- Cambridge Advanced Nationals (AAQs) are designed to complement existing A Level study programmes and provide flexibility for students, allowing them to choose a programme that best aligns with their abilities and goals.
- Cambridge Advanced Nationals are currently available as a **Certificate** or **Extended Certificate**.
  - The Certificate (150 or 180 GLH) is equivalent to **one AS Level**
  - The Extended Certificate (360 GLH) is equivalent to **one A Level**.
- These can be taken alongside complimentary A Levels to create a mixed study programme.
- Here are some examples:

Mixed study programme examples

Mixed study programme examples

Why choose Cambridge Advanced Nationals?

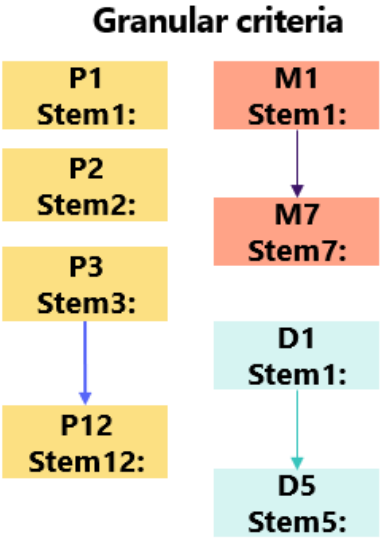
Full compensation grading: Students are always rewarded for their demonstrated abilities - every single mark your students earn will directly contribute to their final grade. No mark will go to waste.

Every mark matters: Gone are the days of hurdle elements in units. If a student meets all but one Pass criterion and some Merit criteria, they won't face failure. Our approach compensates for performance at both the unit and qualification levels, ensuring fairness and encouragement for every student.

Features teachers love and more: Cambridge Advanced Nationals incorporate the popular features from our Cambridge Technicals, including **visiting moderation**, a blend of examination and coursework units, and we're keeping the well-recognised Pass, Merit, Distinction grade scale. Plus, you'll continue to benefit from our range of comprehensive support and resources.

Pathways to university: Designed in **collaboration with teachers and universities**, Cambridge Advanced Nationals equip students with a well-rounded skill set for today's undergraduate studies as part of a Level 3 programme of study.

Complementary practical application: Designed to be taken alongside A Levels, Cambridge Advanced Nationals seamlessly complement a mixed study programme while maintaining a strong focus on the practical application of skills and knowledge - a valuable supplement to A Levels, preparing students for progression to university.



How are Cambridge Advanced Nationals assessed

- Cambridge Advanced Nationals are **assessed holistically** and have **a simple and intuitive assessment model**, comprising:
- externally assessed units, which focus on subject knowledge and understanding
- applied or practical non-exam assessment units (NEA)
- optional NEA units to provide flexibility

Qualification	Size	External assessment (Exam)	Non-exam assessment (NEA)
Certificate	150 GLH	50%	50%
Extended Certificate	360 GLH	40%	60%

Key points to know

Set assignments for each new year 12 cohort for all NEA units, i.e. with a 2-year life-span

Compensation-based NEA assessment model

Opportunity for students to improve and resubmit work

(more on our moderation approach later)

Practical and technical skills aligned to Data Analytics and Application Development progression routes

2 resits per exam available in a January or June series, i.e. 3 attempts per paper – best mark is used for certification

Strong focus on accessibility –mixture of question items, consistency each year – **maximum 1 hour 15 per exam paper**

Clear and granular assessment criteria with assessment guidance:

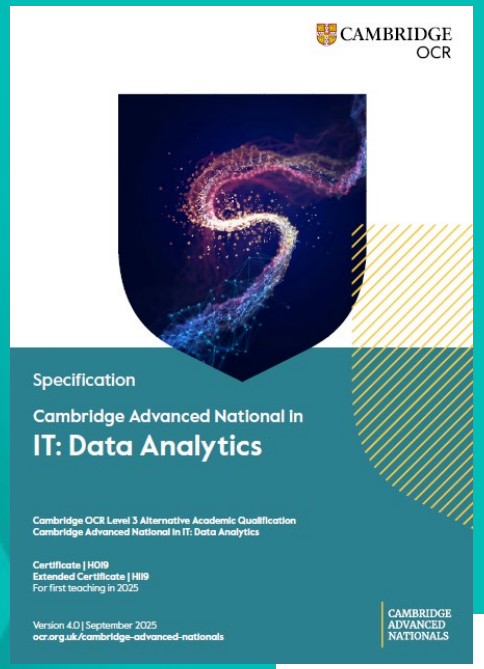
One criteria, one mark

Certificate option available – unique from other board's AAQ proposals

Specification content overview

IT: Data Analytics

Computing: Application Development



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IT: 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	R/651/0968	75	E	M
F201	Big data and machine learning	T/651/0969	70	E	M
F202	Spreadsheet data modelling	D/651/0970	75	N	M
F203	Relational database design	F/651/0971	70	N	O
F204	Data and the Internet of Everything (IoE)	H/651/0972	70	N	O
F205	Data visualisation	J/651/0973	70	N	O
F206	Data and digital marketing	K/651/0974	70	N	O

Structure and Units

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

IT: Data Analytics

Certificate – H019 (150GLH)

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	How is it assessed?	Mandatory or optional
F200	Fundamentals of data analytics	R/651/0968	75	E	M
F202	Spreadsheet data modelling	D/651/0970	75	N	M

Structure and Units

- One mandatory externally assessed units
- One mandatory NEA unit

IT: Data Analytics

Assessment Overview – H119 and H019

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 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	• Be able to identify or recognise an item, for example on a diagram. • Use direct recall to answer a question, for example the definition of a term.
Understanding	• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • 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.

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IT: Data Analytics - Teaching Content

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

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

Unit F200: Fundamentals of Data Analytics	
Topic Area 1: Understanding data	
Teaching content	**Breadth and depth**
1.1 Data, information and knowledge	
◻ What data, information and knowledge are ◻ Sources of data, information and knowledge ◻ Interaction of data, information and knowledge ◻ Data and information in society	To include: ◻ Know what data, information and knowledge are ◻ The sources of data, information and knowledge ◻ The links and differences between data, information, and knowledge ◻ How data is converted to information ◻ The benefits and limitations of the use of data and information to organisations and individuals ◻ Know how data and information is used in society ◻ How the use of data and information can have a positive impact on society ◻ How the use of data and information can have negative consequences for society
1.2 Big data	
◻ What big data is • Sources • Formats ◻ The scope of big data • Applications	To include: ◻ The concept of big data ◻ How big data is structured ◻ What big data is used for ◻ The benefits and limitations of big data to organisations and individuals

IT: Data Analytics - Unit Assessment

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]

Sample

F200 Fundamentals of data analytics

MARK SCHEME

1	
Max mark	1
Answer	Raw facts and figures (1)
Guidance	Correct answer only

2 (a)	
Max mark	2
Answer	Any two from: • Price of any size pizza (1) • Sales of any size pizza on any day (1) • Total sales of each size pizza (1) • Total overall pizza sales per day (1) • Total overall pizza sales over three days (1)
Guidance	1 mark for each correct answer. Do not accept: • Answers about knowledge (as in 2b) • Pizza sizes (i.e. repeating headings with no context) • Prices (i.e. repeating headings with no context) • Number of pizzas sold (i.e. repeating headings with no context)

IT: Data Analytics - Unit Assessment

F202 Spreadsheet data modelling

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: **hea1thy5nacks**

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.

Sample

IT: Data Analytics - Unit Assessment

F202 Spreadsheet data modelling

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	• Students **must** present success criteria as SMART objectives. • The SMART objectives **must** be linked to the purpose and user requirements from the scenario.
M1	• There is no assessment guidance for this criterion.
P2	• There is no assessment guidance for this criterion.
M2	• Calculations **must** be expressed as headings, not cell references.
D1	• There is no assessment guidance for this criterion.
P3	• There is no assessment guidance for this criterion.
P4	• There is no assessment guidance for this criterion.
M3	• There is no assessment guidance for this criterion.
D2	• Students **must** write a test strategy statement, not a lengthy document.

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.

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Sample

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Computing: 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	M/651/0812	75	E	M
F161	Developing application software	F/651/0818	70	E	M
F162	Designing and communicating UX/UI solutions	T/651/0823	75	N	M
F163	Game Development	D/651/0826	70	N	O
F164	Website Development	J/651/0829	70	N	O
F165	Immersive technology solution development	M/651/0830	70	N	O
F166	Software development	Y/651/0833	70	N	O

Structure and Units

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

Computing: 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	M/651/0812	75	E	M
F162	Designing and communicating UX/UI solutions	T/651/0823	75	N	M

Structure and Units

- One mandatory externally assessed unit
- One mandatory NEA unit

Computing: Application Development

Assessment Overview – H129 and H029

Extended certificate H129

- F160 Exam 1 hour 15 minutes - M (75GLH) – 60 marks
- F161 Exam 1 hour 15 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):

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Computing: Application Development Teaching Content

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

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

Topic Area 4: Application software security	
Teaching content	**Breadth and depth**
4.1 Security considerations	
◻ Threats • Botnets • Denial of Service (DOS)/Distributed Denial of Service (DDoS) • Hacking • Lack of supplier support • Malicious spam • Malware • Out of date ○ Software ○ Hardware ○ Firmware ◻ Physical security mitigations • Biometrics • Cable locks • Cameras • Locks • RFID • Safe • Swipe cards ◻ Digital security mitigations • Access rights • Anti-malware • Back-up • Cryptography • Encryption ○ At rest ○ In transit • Firewalls ○ Hardware ○ Software • Two-Factor Authentication (2FA)	To include: ◻ Know current threats to application security ◻ The risk(s) to application security posed by each current threat ◻ Know current physical and digital security mitigations ◻ How current physical and digital security mitigations protect application software from threats Does not include: ◻ The details of specific threats ◻ The details of the specific workings of mitigations

Computing: Application Development – Unit assessment

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]

Sample

F161 Developing application software

MARK SCHEME

1a	
Max mark	4
Answer	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. **Advantage** e.g.: • 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) • 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) • The website address can be bookmarked (1) meaning users can go directly to the website through a shortcut (1) **Credit any other appropriate response.** **Disadvantage** e.g. • The website may be spoofed (1) so users may access a fake website if the web address is not checked (1) • 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) • If security measures are not maintained (1) a virus/example could be attached leading to a cyber-attack on users (1) **Credit any other appropriate response.**
Guidance	Up to **two** marks **max** for explaining an advantage and **two** marks **max** for explaining a disadvantage. The focus of the question is generic. The answer does not have to be applied to the context but accept answers that are applied.

Computing: Application Development – NEA unit assessment

OCR-set Assignment

Sample Assessment Material

OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development

Unit F164: Website development

Scenario Title: Wind & Waves

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

This is a sample 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 OCR administrative codes linked to this unit are:

- unit entry code F164
- certification code H129

The regulated qualification number linked to this unit is: 610/3975/5

Duration

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

F163 Website development

Information and instructions for Teachers

Using this assignment

This assignment provides a scenario and set of related tasks reflect the development of a website prototype for a specific purpose based on a set of client requirements.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 15 hours of supervised time to complete. Students should need approximately:

- 5 hours to complete Task 1.
- 8 hours to complete Task 2.
- 2 hours to complete Task 3.

You **must**:

- Use an OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 4** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what to do in each task.
- Read and understand **all** the rules and guidance in **Section 6** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 6** of the Specification.
- Give your students the **Application Development Student guide to NEA assignments before** they start the assignments.

You **must not**:

- Use live OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the OCR-set assignments or assessment criteria.

Tasks for students and assessment criteria

Unit F164: Website development

Scenario Title: Wind & Waves

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

Scenario

'Wind & Waves' is a seaside shop. It hires out water sports equipment such as kayaks, surfboards and wetsuits. Most of its business is from people on holiday. Although the shop does well in the summer season, the owners are looking for ways that they can attract more customers and hire out more products all year round.

The owners have decided that they want to make the most of new technologies available to promote the shop, aiming at a target audience aged between 16 and 30 years.

You have been asked to create an interactive multimedia website that will promote the shop and its products.

The owners want the interactive multimedia website to reflect the fact that the shop is near the sea and supplies equipment for water-based activities. They want the website to allow potential customers to explore what 'Wind & Waves' offers in an exciting and engaging way.

They have asked that the website uses a range of interactive features and multimedia effects to create this experience. The owners are also aware of how people use their mobile devices to access the internet and want the website to work on mobile devices.

SAMPLE MATERIAL

Computing: Application Development – NEA unit assessment

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
Task 2	• Ideally students will create the website prototype planned and designed in **Task 1**. However, if students deviate from the plan(s) and/or design(s) they should not be penalised when assessing **Task 2**. • To confirm assessment decisions made for this task, the OCR assessor will need to be able to see the final website prototype. Therefore, students **must** provide either: o The final website prototype in a format which allows it to be viewed/used without the need to install any specialist software. o Video/screen recordings of the final website prototype being demonstrated.
P7	• Students **must** create a website structure including the folder structure, site pages structure and index page location. This assessment criterion **could** be evidenced in screen shots or photographs showing the website folders and files.
P8	• Students **must** prepare assets sourced for use as components in the website prototype. Topic Area 3.1 has examples of techniques students could use to prepare assets. The final website prototype will be sufficient evidence for this assessment criterion.
P9	• Students **must** create interactive and navigational components to enable the website to function as intended. Students **could** use the web authoring software tools in Topic Area 3.3. The final website prototype will be sufficient evidence for this assessment criterion.
P10	• Students **must** create the prototype website using the web authoring tools in Topic Area 3.2. The final website prototype will be sufficient evidence for this assessment criterion.
M4	• Students **must** add W3C and accessibility compliance to the website prototype using the web authoring software tools in Topic Area 3.3. The final website prototype will be sufficient evidence for this assessment criterion.
M5	• Students **must** add appropriate responsive design features to the website prototype using the web authoring software tools in Topic Area 3.3. Students **must** ensure the website prototype functions as intended on the devices detailed in the scenario. This assessment criteria **could** be evidenced in videos or photographs showing the website prototype working as intended on the devices detailed in the scenario
M6	• Students **must** use CSS to implement a consistent style in the website prototype using the web authoring software tools in Topic Area 3.3. The style must be appropriate for the requirements detailed in the scenario. Students **must** include evidence of the CSS styles implemented. This

F163 Website development

3.3 Technical skills to create website pages

- Web authoring software tools
  - Visual design environment
  - Scripting environment with coding assistance
  - Template creation
  - Cascading style sheets (CSS)
    - Box model
    - Website/page formatting
    - Content formatting
  - Responsive design features
  - Form controls
  - Interactive features and controls
  - Preview and publishing
  - Libraries/Frameworks
  - Search Engine Optimisation (SEO)

Task 2
Creating the high-fidelity website prototype

Topic Areas 1, 2 and 3 are assessed in this task.

The task is:

Create the website prototype that you planned and designed in **Task 1**.

You will:

- Create an appropriate website structure.
- Source and prepare assets for use in the website prototype.
- Use web authoring software tools to create the website prototype.

Your evidence **must** include:

- The website structure.
- The final website prototype in a format which allows it to be viewed/used without installing any specialist software **or** video/screen recordings demonstrating the website prototype.

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

Pass	Merit	Distinction
P7: Create an appropriate website structure for the website prototype. (PO4)		
P8: Prepare assets appropriate for use as components in the website prototype. (PO4)		
P9: Create the interactive and navigational components appropriate for the website prototype. (PO4)	**M4: Implement** W3C and accessibility compliance in the website prototype. (PO4)	**D3: Implement** appropriate Search Engine Optimisation (SEO) techniques in the website prototype. (PO4)
	M5: Implement appropriate responsive design features in the website prototype. (PO4)	
P10: Create the website prototype using web authoring software tools. (PO4)		**D4: Use** appropriate Libraries/Frameworks to create the website prototype. (PO4)
	M6: Use Cascading Style Sheets (CSS) to implement an appropriate and consistent style in the website prototype. (PO4)	

SAMPLE

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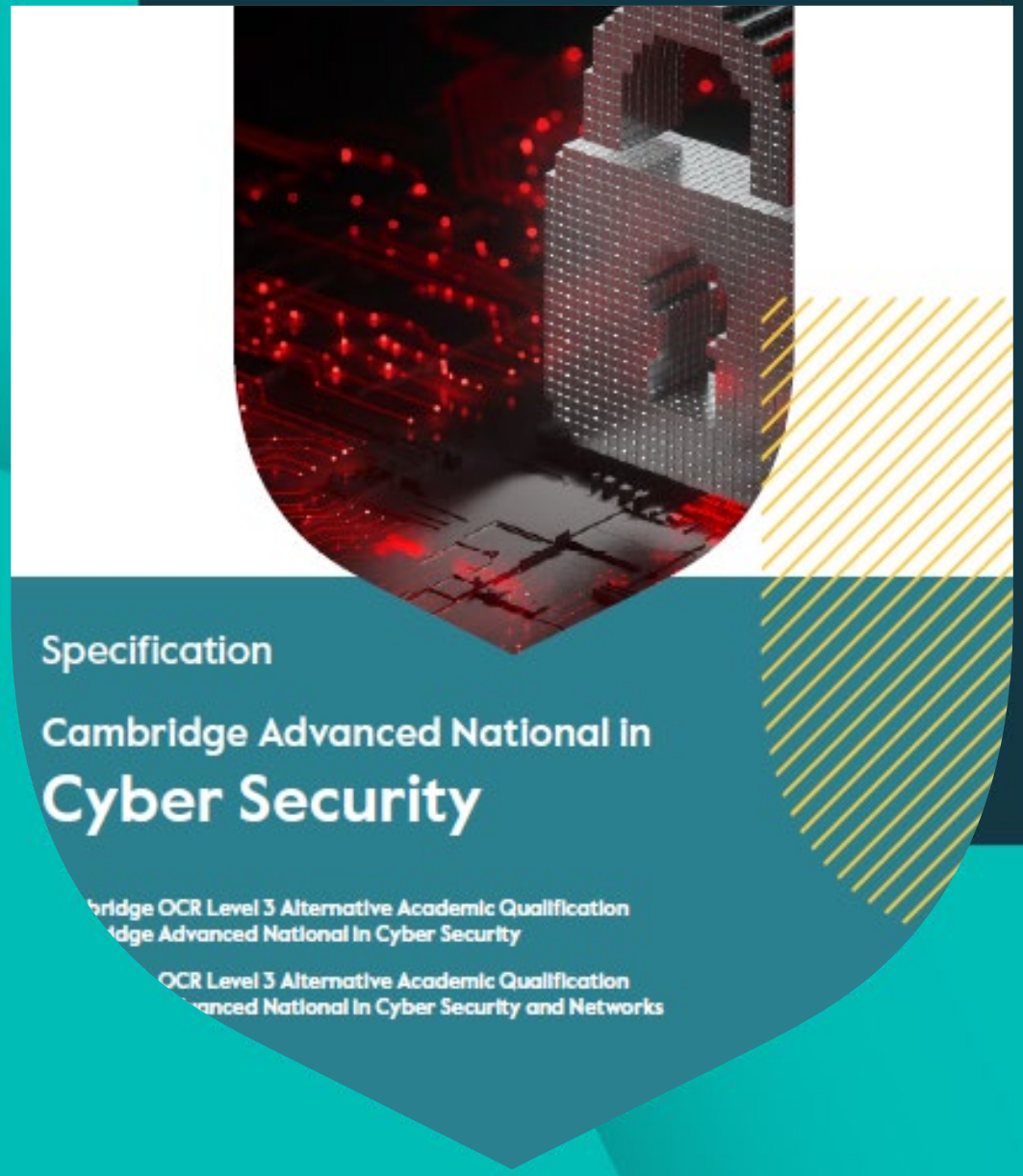
Cambridge Advanced Nationals (AAQs)
Cyber Security and Networks
H037; H137

First Teaching September 2026



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Cyber security and Networks

Extended Certificate – H137 (360GLH)

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	Assessment method	Certificate	Extended Certificate
F193	Fundamentals of cyber security	TBC	75	E	M	M
F194	Fundamentals of networks	TBC	70	E	-	M
F195	Preventing cyberattacks	TBC	75	N	M	M
F196	Digital forensic investigation	TBC	70	N	-	O
F197	Penetration testing and incident response	TBC	70	N	-	O
F198	Implementing secure local area networks (LANs)	TBC	70	N	-	O
F199	Designing and communicating secure global computing systems	TBC	70	N	-	O

Structure and Units

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

https://www.ocr.org.uk/qualifications/cambridge-advanced-nationals/cyber-security-and-networks-level-3-h037-h137/#extended-certificate

Cyber security

Certificate – H037 (150GLH)

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	Assessment method	Certificate	Extended Certificate
F193	Fundamentals of cyber security	TBC	75	E	M	M
F195	Preventing cyberattacks	TBC	75	N	M	M

Structure and Units

- One mandatory externally assessed units
- One mandatory NEA unit

Cyber security and Networks

Assessment Overview – H037 and H037

Extended certificate H137

- F193 Exam 1 hour 15 minutes – M (75 GLH) 60 marks
- F194 Exam 1 hour 15 minutes – M (75 GLH) 60 marks
- F195 NEA 15 GLH – M (75 GLH)
- F196 NEA 15 GLH – O (70GLH)
- F197 NEA 15 GLH – O (70GLH)
- F198 NEA 15 GLH – O (70GLH)
- F199 NEA 15 GLH – O (70GLH)

Certificate H037

- F193 Exam 1 hour 15 minutes – M (75 GLH) 60 marks
- F195 NEA 15 GLH – M (75GLH)

5.1.4 Performance objectives (POs):

Each Cambridge Advanced National 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	• Be able to identify or recognise an item, for example on a diagram. • Use direct recall to answer a question, for example the definition of a term.
Understanding	• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • 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.

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Assessment Overview

Full Compensation NEA Marking Model

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IT: Data Analytics and Computing: Application Development

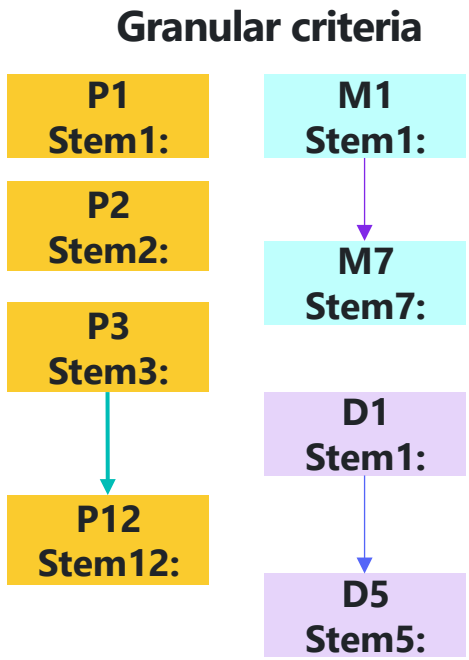
Assessment Overview – H119, H019 and H129, H029

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.

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



Compensation at unit level assessment

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.

Boundaries* for each unit can be found in the specification. The example above is simplified for illustration.

Compensation at qualification level

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

Hurdles based model

P1	M1	D1
P2	M2	D2
P3	M3	
P4		

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

P1	M1	D1
P2	M2	D2
P3	M3	
P4		

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.

Boundaries* for each unit can be found in the specification. The example above is simplified for illustration.

Extended unit level example

(IT: Data analytics Unit F202)

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 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.

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.		
P8: Carry out end testing of the spreadsheet data model and record the outcomes in a test plan.		

Pass	Merit	Distinction
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.
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.		

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.

Sample

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Extended unit level example at Pass grade – 12 Criteria

(IT: Data analytics Unit F202)

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 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.

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.		
P8: Carry out end testing of the spreadsheet data model and record the outcomes in a test plan.		

Score 12

Pass	Merit	Distinction
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.
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.		

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.

Sample

Extended unit level example at Merit grade – 17 Criteria

(IT: Data analytics Unit F202)

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 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.

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.		
P8: Carry out end testing of the spreadsheet data model and record the outcomes in a test plan.		

Pass	Merit	Distinction
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.
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.		

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.

Score 17

Sample

Calculating the overall qualification grade

Calculating the overall grade requires grades for all the units a student has completed.

- The Extended Certificate has 5 units in total. To calculate the overall grade out of a maximum UMS score of 300 marks, we need to apply UMS scaling to the student grades in each of the NEA units, the examined units are marked out of 60 and do not need to be scaled.

The tables on the right show:

- the maximum raw marks or number of criteria, and uniform marks for each unit in the qualifications
- the uniform mark boundaries for each of the assessments in each qualification
- the minimum total mark for each overall grade in the qualifications.

Design Specification
60/24 = 2.5
UMS = <Raw mark> x 2.5

Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F193	60	60	-	48	36	24
F195	24	60	-	48	36	24
Qualification Totals	84	120	108	96	72	48

Extended Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F193	60	60	-	48	36	24
F194	60	60	-	48	36	24
F195	24	60	-	48	36	24
F196	24	60	-	48	36	24
F197	24	60	-	48	36	24
F198	24	60	-	48	36	24
F199	24	60	-	48	36	24
Qualification Totals	192	300	270	240	180	120

Calculating the overall qualification grade

Whilst **the actual UMS calculations will be determined at the first awarding meeting for this qualification**, at this stage the best we can work with is **the design specification** which is as follows:

Raw	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
UMS	60	58	55	53	50	48	45	43	40	38	35	33	30	28	25	23	20	18	15	13	10	8	5	3	0

The table above is using the formula UMS = <Raw mark> x 2.5

- Students will probably generate a spikey profile, rather than the same grade for every unit, which will slightly complicate the process, but this would allow student to aim for a specific number of criteria equivalent to a projected grade.
    - **Pass= 10**
    - **Merit = 15**
    - **Distinction = 20**
    - **Distinction * = 22 which is only awarded at qualification level**
- **To calculate the awarded grade, all the UMS marks from the 5 units are added together to provide a total UMS mark for the whole qualification grade.**
- **Every UMS mark counts towards the final grade, including those from units at U grade with less than 10 marks.**
- A student's uniform mark for each externally assessed unit is calculated from the student's raw mark on that unit.

Calculating the overall qualification grade example Pass

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Raw	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
UMS	60	58	55	53	50	48	45	43	40	38	35	33	30	28	25	23	20	18	15	13	10	8	5	3	0

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

- **Pass= 10; Merit = 15; Distinction = 20**
- **Distinction * = 22 which is only awarded at qualification level**

Units	Mandatory / Optional Exam / Internal	Available Exam marks	Available NEA marks	Achieved Raw marks	Converted UMS mark	Unit Level Grade	Overall Qualification Grade
F200 Fundamentals of Data Analytics	(M) - E	60 (60 UMS)		25	25	P	
F201 Bid data and machine learning	(M) - E	60 (60 UMS)		35	35	P	
F202 Spreadsheet data modelling	(M) - I		24	15	38	M	
F203 Relational database design	(O) - I		24	9	23	U	
F204 Data and internet of everything (IoE)	(O) – I		24	11	28	P	
				Total UMS Marks	**149**		**Pass**

Extended 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
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

Calculating the overall qualification grade example Merit

Raw	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
UMS	60	58	55	53	50	48	45	43	40	38	35	33	30	28	25	23	20	18	15	13	10	8	5	3	0

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

- **Pass= 10; Merit = 15; Distinction = 20**
- **Distinction * = 22 which is only awarded at qualification level**

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

Units	Mandatory / Optional Exam / Internal	Available Exam marks	Available NEA marks	Achieved Raw marks	Converted UMS mark	Unit Level Grade	Overall Qualification Grade
F200 Fundamentals of Data Analytics	(M) - E	60 (60 UMS)		40	40	M	
F201 Bid data and machine learning	(M) - E	60 (60 UMS)		51	51	D	
F202 Spreadsheet data modelling	(M) - I		24	20	50	D	
F203 Relational database design	(O) - I		24	15	38	M	
F204 Data and internet of everything (IoE)	(O) – I		24	13	33	P	
				Total UMS Marks	**212**		**Merit**

Extended 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
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

NEA Moderation and Examination

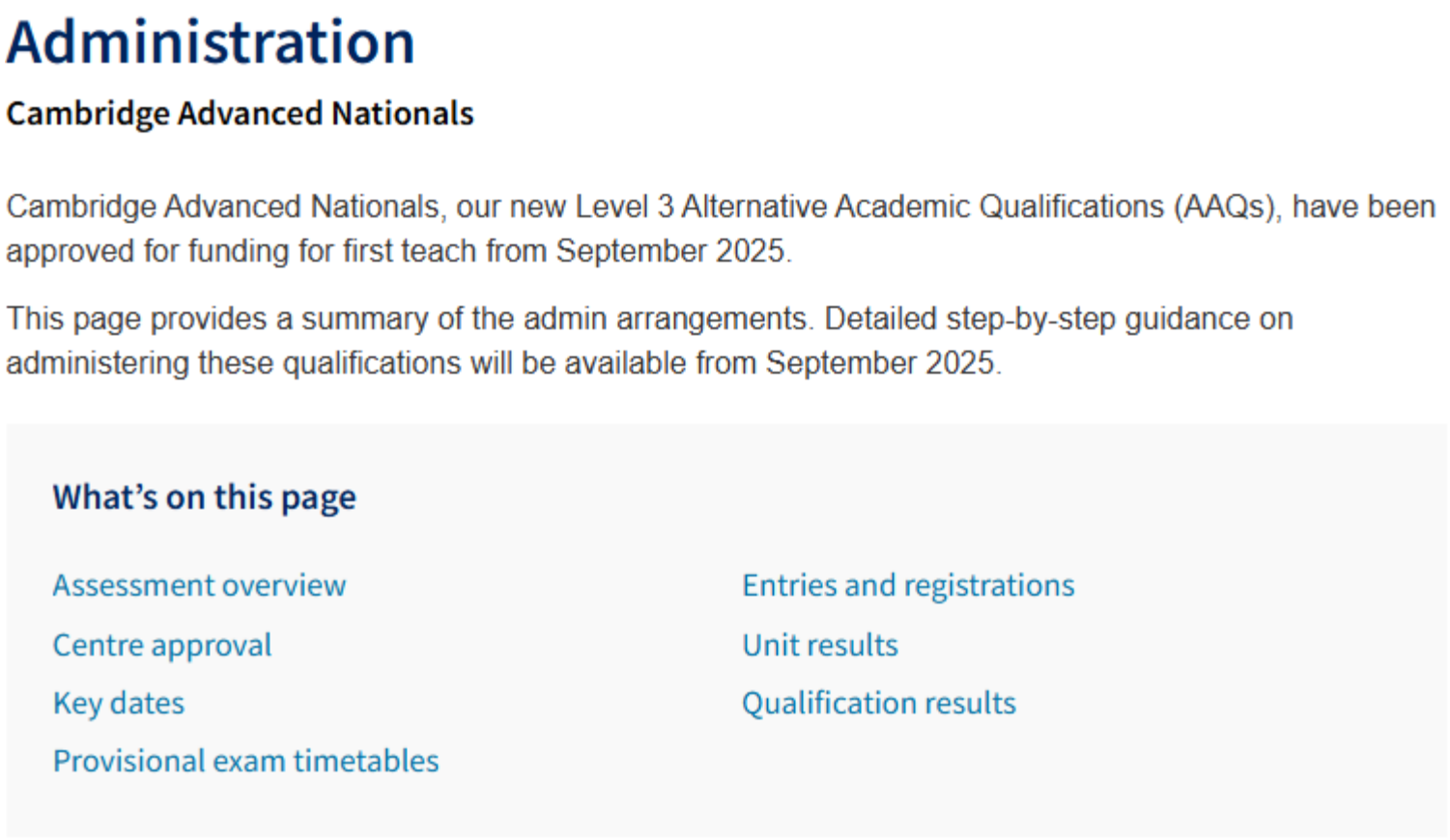
Admin

FAQ on Entries and Registration

FAQ on Registration and Entries for AAQs

- Cambridge Advanced Nationals FAQ page

Administration for AAQs



Administration

Cambridge Advanced Nationals

Cambridge Advanced Nationals, our new Level 3 Alternative Academic Qualifications (AAQs), have been approved for funding for first teach from September 2025.

This page provides a summary of the admin arrangements. Detailed step-by-step guidance on administering these qualifications will be available from September 2025.

What's on this page

Assessment overview
Centre approval
Key dates
Provisional exam timetables
Entries and registrations
Unit results
Qualification results

- Cambridge Advanced Nationals Administration page

OCR NEA Moderation

- Two windows, spring and summer, each year to submit NEA outcomes
- NEA assignment will be released on Teach Cambridge on **1 June** for **'teacher planning'** and to use in the following academic year
- NEA assignments are live for 2 years and will be shown on the front cover alongside the intended cohort
- NEA work must be completed in the centre under **teacher supervision in normal curriculum time** (spec point 6.2)
- **Do not allow students access to their assignment work between teacher supervised sessions**
- Request a moderation visit or a virtual moderation by an OCR assessor
- You must make unit entries for students before submitting outcomes to request a visit
  - Reviewing internally standardised candidate's work sample
  - Usually 6 candidates per unit
  - Constructive feedback from our moderator
- Students can improve their work and submit it to you again for an internal assessment, before submitting marks to OCR
- **One re-submission opportunity per NEA assignment - the same live assignment**

Examination

- **January and June Series**
- Students can resit the examined unit **twice** before they complete the qualification

Interested in joining our Moderation/Exam marking team?

We've several vacancies for Cambridge Advanced Nationals.

Find out more and apply here: https://teach.ocr.org.uk/cambridge-advanced-nationals-assessor-recruitment

Reminder! You should initially use the live set assignment released in the same calendar year as the new cohort starts to ensure they have two years for that assignment.

Registration and Entries for AAQs

CAMBRIDGE OCR

Deadline for Examined unit entries

Series	Entries deadline	Basedata series code
January	21 October	1a (TBC)
June	21 February	6b (TBC)

Deadline for NEA unit entries

2025/26

Moderation window	Series	Entries deadline	Basedata series code
Window 1 (Spring 2026)	February 2026	21 November 2025	2a26 (TBC)
Window 2 (Summer 2026)	June 2026	21 February 2026	6b26 (TBC)

From 2026/27

Moderation window	Series	Entries deadline	Basedata series code
Window 1 (Winter)	February	21 November	2a (TBC)
Window 2 (Summer)	June	21 February	6b (TBC)

Moderation Windows

2025/26

- Window 1 (Spring): **30 January to 27 February 2026**
- Window 2 (Summer): **9 March to 5 June 2026**

2026/27

- Window 1 (Winter): **30 November 2026 to 26 February 2027**
- Window 2 (Summer): **8 March to 4 June 2027**

2025/26
Window 1 - visit arrangement form deadline 30th Jan.
Window 2 - visit arrangement form deadline 21st Feb.

- Cambridge Advanced Nationals Registration and Entries

UCAS Tariff Points and Higher Education Support

- Cambridge Advanced Nationals are worth UCAS Tariff points
- Our qualifications are on the UCAS Tariff points calculator.

Certificate		Extended Certificate	
Distinction*	28 points	Distinction*	56 points
Distinction	24 points	Distinction	48 points
Merit	16 points	Merit	32 points
Pass	8 points	Pass	16 points

- We have letters of support from a wide range of universities, including Russell Group universities.

https://www.ocr.org.uk/qualifications/alternative-academic-qualifications/ucas-tariff-points/

What support is already available?

What does our support package look like?

Teaching & Learning	Assessment	Training
• Switching Guide • Mapping Guide • Endorsed Textbook • Scheme of Work • Getting Started Guide • Curriculum Planner • E-Learning course	• Annotated Sample Assessment Materials • Assessment Story • Candidate Style Answers (EA) • Candidate Style Work (NEA) • NEA Guide • Student Guide • Practice Papers	• Choosing AAQs • Understanding the compensation model • Starting to Teach • Ask the SA • Ask the Moderator • Preparing for the Exam • Preparing for the NEA • Exploring the exam (after live examination series) • Exploring the NEA (after live examination series) • Enhance your teaching

https://teachcambridge.org/

https://www.ocr.org.uk/qualifications/professional-development/events/

Scheme of Work

Area of study: 1.1 Programs and applications

Lessons

Lesson number	Specification coverage	GLH	Lesson aims and outcomes	Lesson ideas, key words and activities	Useful resources	Student independent learning – ideas and useful resources
1	1.1 Programs	1	By the end of the lesson students should: • know what a 'program' is • know the characteristics of a program • understand the purpose of a program.	**Starter** Think pair share: ask students to think about different types of software they use daily (e.g., games, word processors, web browsers) and write them on the board. **Main task** Teach students what a **program** is, the characteristics and the purposes of certain programs. Explain to students that a program does not necessarily have an end user or a purpose commercially, but maybe a script or file a programmer may construct. Give students a range of different scenarios, get them to categorise if they are a **program** or not. Group Work: divide students into small groups and assign each group a type of program (e.g., utility, game, educational software). Each group should identify the characteristics and purpose of their assigned program type and present their findings to the class.	Application vs. Program (What's the Difference?) - Rapid Blog Is There any Difference between a "Program" and an "Application"? How to Create and Run a Batch File in Windows 10 and 11	Students should use Cornell note taking to create structured notes to reflect on the lesson. Create a glossary of definitions to add to, using flash cards or paper.

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Subject knowledge support for this area of study

Subject knowledge enhancement	Details
Underlying knowledge and understanding	Students should have a basic understanding of the concept of applications and algorithms, as well as types of devices used.
Common misconceptions	Programs can be created for different reasons: to solve problems, automate tasks, or for entertainment. Highlight that not all programs are designed for end-users; some are tools for developers (e.g., scripts, libraries).
Key concepts	**Program:** a program is a set of instructions that a computer follows to perform a specific task. It can be as simple as a script that adds two numbers or as complex as an operating system. Programs are the building blocks of software and can run independently or as part of a larger system. **Application:** an application (or app) is a type of program designed for end-users to perform specific tasks. Applications are typically more user-friendly and are built to help users complete activities like word processing, browsing the internet, or playing games. Essentially, all applications are programs, but not all programs are applications. **Characteristics of a program:** • set of instructions: a program consists of a sequence of instructions that a computer follows to perform a specific task • execution: programs are executed by the computer's CPU • purpose: programs can be created for various purposes, such as solving problems, automating tasks, or performing calculations • independence: programs can run independently or as part of a larger system • flexibility: programs can be simple (like a script) or complex (like an operating system). **Characteristics of an application:** • user-focused: applications are designed with end-users in mind, providing a user-friendly interface • specific tasks: applications are created to help users perform specific tasks, such as word processing, browsing the internet, or playing games • integration: applications often integrate multiple programs to provide a cohesive user experience • installation: applications usually come with an easy installation process and can be easily uninstalled

Subject knowledge enhancement	Details
	IoT devices: internet of things devices, such as smart sensors and connected appliances, run specialized software to communicate and perform tasks.
Subject knowledge enhancement for teachers (further reading)	Read: Application vs. Program (What's the Difference?) - Rapid Blog Watch: What is Software Listen: Software Engineering Daily | Podcast on Spotify Refer to the OCR endorsed textbook.

Textbook Publication dates – Cambridge*

IT: Data Analytics	Format / Pub Date
Mandatory	Print - June 2025 Digital - May 2025
F203	Digital - August 2025
F204	Digital - August 2025
F205	Digital - August 2025
F206	Digital - August 2025

Computing: Application Development	Format / Pub date
Mandatory	Print - May 2025 Digital – May 2025
F163	Digital - May 2025
F164	Digital - June 2025
F165	Digital - May 2025
F166	Digital - June 2025

- Students book covering all mandatory units
- Available in print and digital format
- Digital books are the same as print book. Accessed via **Cambridge Go**
- Digital licences available includes:
  - 2-year licence (for individuals)
  - 1-year site licence
- All books will be available to buy directly from **Cambridge**.
- **Print** books will also be available through third parties after publication

https://teach.ocr.org.uk/textbooks-and-endorsed-resources-for-cambridge-advanced-nationals

https://www.cambridge.org/gb/education/qualification/cambridge-advanced-nationals

Free Samples available - Cambridge*

- Comprehensive samples of our mandatory unit student books for each qualification are available to download now
- Designed to give you a better idea of what to expect from the books. Can be used for your initial planning ahead of first teach
- Contain:
  - ✓ Contents
  - ✓ Introduction
  - ✓ About the authors
  - ✓ How to use this book
  - ✓ TA 1-3 from Unit 1

Request samples and pre-order textbooks

Download in three easy steps

1. Visit our webpage: **ukresources.cambridge.org/cambridge-advanced-nationals** (or scan the QR code below)
2. Fill in our short form
3. Download your free PDF samples!

Benefits to teachers

- Access to on-demand and live training throughout the year
- Access to teaching materials and assessment support
- All the benefits of our collaborative and constructive moderation processes
- Deliver exciting, relevant and up-to-date content that students will enjoy

Benefits to students

- Reliable assessments – papers that are accessible and ramp-up, every question can be attempted
- Minimum time sat in exam halls
- Chances to resit papers in January and June
- Resubmit coursework in the next appropriate window
- No more hurdles – every single mark counts towards their final grade
- Content is relevant, up-to-date, and career-orientated

CAMBRIDGE OCR

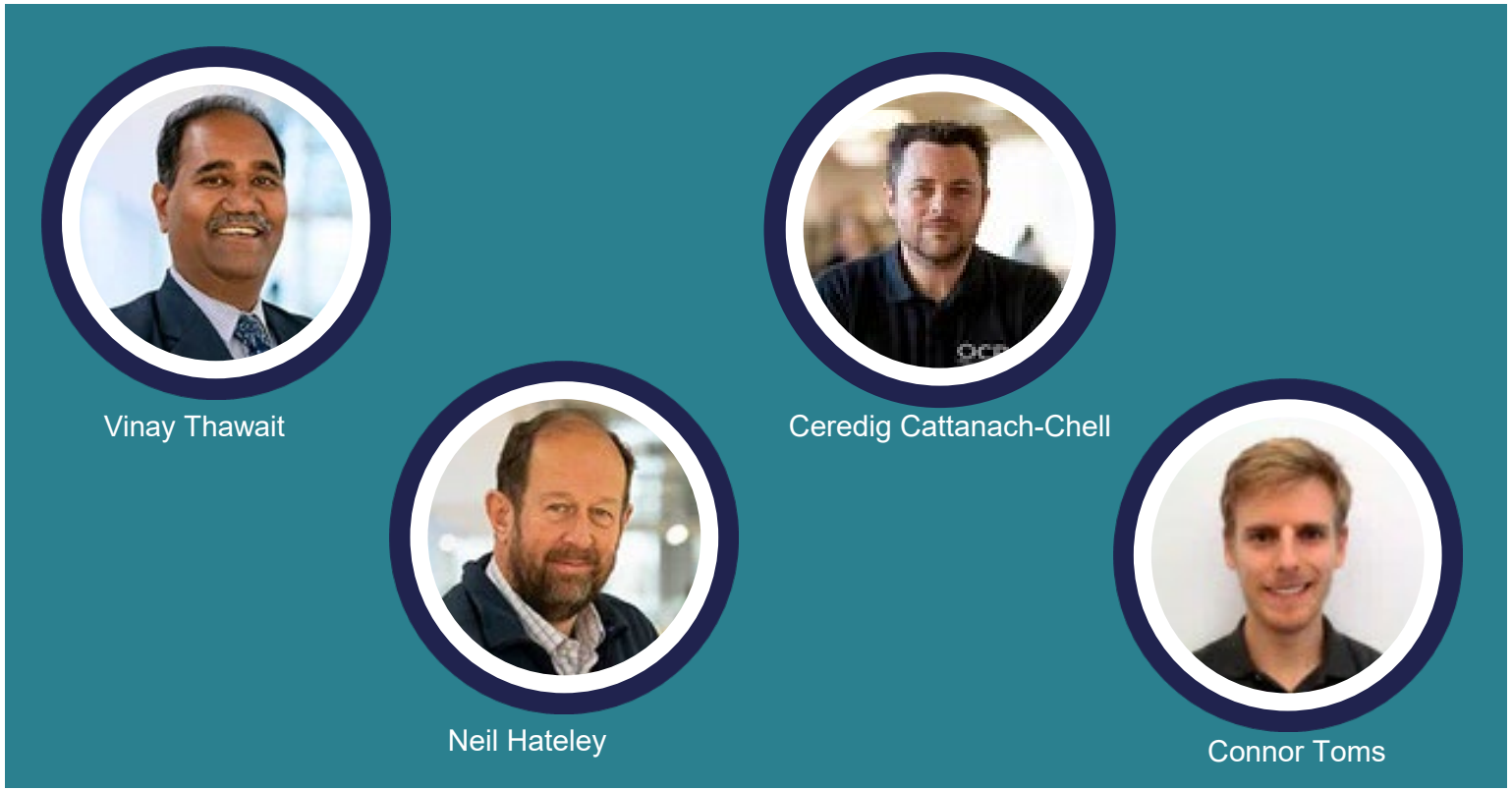
Support for all OCR teachers

Free ***My Cambridge*** login for all teachers (and technicians) via your exams officer that gives you access to:

- **Teach Cambridge**: teaching resources, schemes of work, assessment materials and set assignments
- **Professional development**: discover and book our comprehensive programme
- **OCR Train**: our on-demand training and standardisation platform
- **Interchange**: request your moderation visits during the two windows
- **Active Results**: compare your school's results against national averages and drill down into item-level and candidate-level analysis
- **Access to Scripts**: see candidate papers after results day
- **Submit for Assessment**: digital upload of candidate work for moderation
- **ExamBuilder**: create assessments from our large bank of question from the Cambridge Technical course, as well as access to all A level and GCSE questions

Further support and next steps

Support from the Computing Subject Advisor Team



@OCR_ICT support@ocr.org.uk 01223 553998

https://teach.ocr.org.uk/meet-the-subject-team-computing

- Support with delivery and assessment preparation
- One-to-one MS Teams meetings
- Regular subject briefings – teacher networks
- Support with becoming OCR's AAQ and Computing Ambassador School
- Attendance and talks at conferences
- Supporting CAS Hub meetings
- MAT Computing Teachers' meetings
- Other relevant support with computing qualifications

Next steps

- Complete our Expression of Interest Form
- Visit the new Cambridge Advanced Nationals landing page and download our specifications, sample assessment materials, switching guides and more
- Book onto one of our free professional development courses
- Watch our full compensation marking video and download the Cambridge Advanced Nationals summary brochure
- Sign up for email updates (be sure to select “Cambridge Advanced Nationals” and/or your subject areas)
- Join the OCR Facebook group for teacher support
- Cambridge Advanced Nationals FAQ page
- Cambridge Advanced Nationals Administration page
- Let us know you’ll be teaching Cambridge Advanced Nationals here
- If you have any questions or need support with planning, then let the Partnership team know partnerships@cambridge.org

Options Evening Pack

- The pack can be downloaded using the link
- Each Download file comprises:
  - Cambridge Advanced Nationals Explained brochure
  - Course summary factsheet
  - Careers poster
  - PowerPoint presentation you can download and tailor to your needs.

https://teach.ocr.org.uk/cambridge-advanced-nationals-options-evening-toolkit-download

Subject Updates

- DfE funding available for all AAQs offered by OCR – Qualifications approved for funding
- Discount codes for IT and Computing AAQs has changed
  - **Appeal outcomes from the DfE is positive for Cambridge OCR**
  - **Two discount codes: IT – CN1 and Computing - CM4**
  - Outcomes for AAQs will now be **included in the 2027 performance measures** (moved forward from 2027/28).
- UCAS Tariff Points available – calculate it here
- Specification – **please download to review and plan for Sept 2026**
- New JCQ instructions for conducting NEA (VTQs) 2025-26

Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)

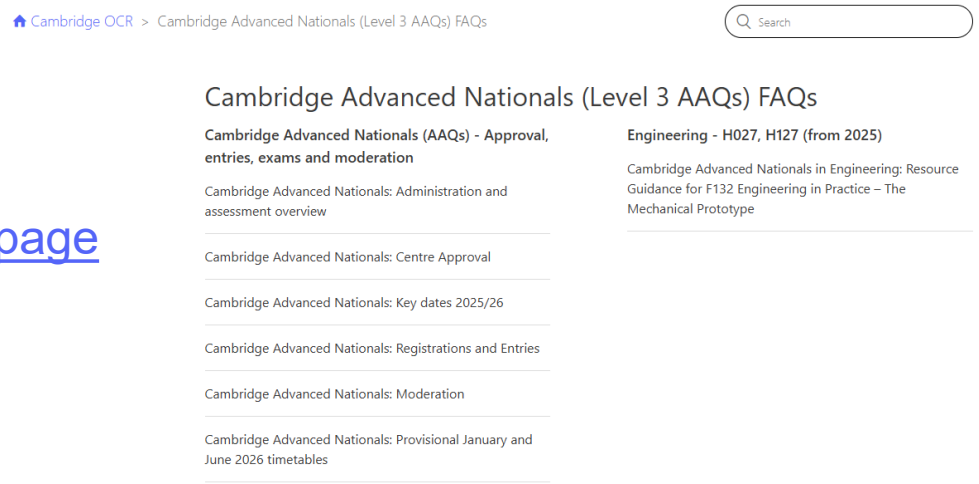
1 September 2025 to 31 August 2026

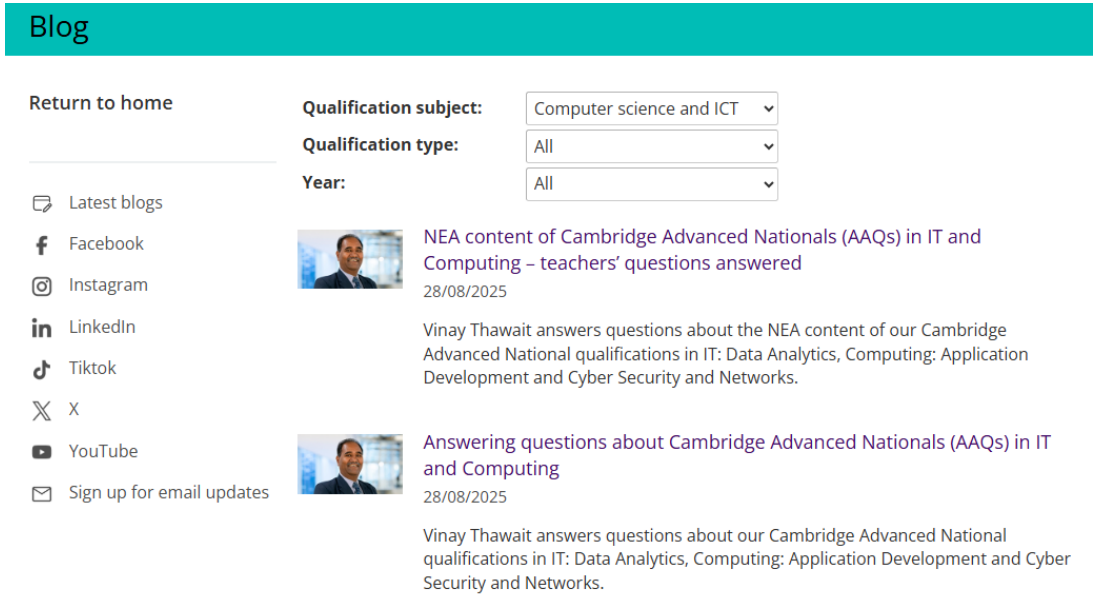
Qualification Number	Qualification Title	Old disc code	New disc code
61039962	OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in IT: Data Analytics (Certificate)	CM4	CN1
61039974	OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in IT: Data Analytics (Extended Certificate)	CM4	CN1
61039743	OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Certificate)	CM4	CM4
61039755	OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate)	CM4	CM4

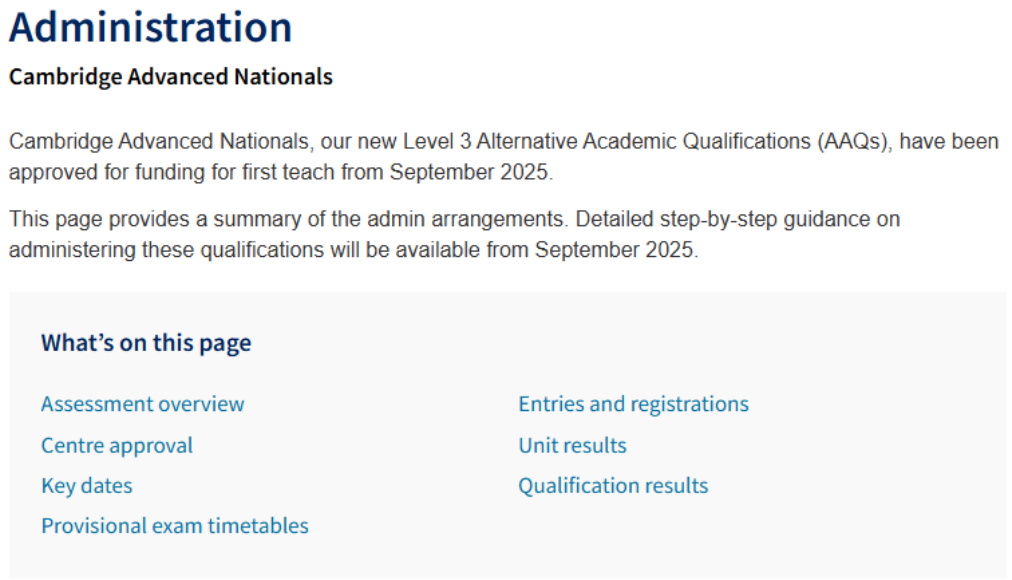
Certificate		Extended Certificate	
Distinction*	28 points	Distinction*	56 points
Distinction	24 points	Distinction	48 points
Merit	16 points	Merit	32 points
Pass	8 points	Pass	16 points

Subject Updates

- Cambridge Advanced Nationals (AAQs) FAQ page
- Cambridge Advanced Nationals (AAQs) Administration page
- Cambridge Advanced Nationals (AAQs) – Blogs
- Cambridge Advanced Nationals (AAQs) – Fees







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Thank You

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