Cambridge OCR

clear language

CAMBRIDGE OCR

At Cambridge OCR, we use **Plain English principles** and relatable language (other than where we must use subject-specific words), so students **understand what they're being tested on.**

We're committed to using clear language in all our communications, content and assessment materials. This extends not only to the words we choose but also to the images we include, ensuring that every element is accessible and suitable for you and your students. We always consider who our audience is and adapt our language to meet your needs, linking content directly to the specifications. When we create resources, we provide clear, supportive guidance so you can confidently share information with candidates and support them effectively as they prepare for assessment.

In all that we do, we use language that students will relate to. Our consistent approach means using the same language across our specifications, resources and into our question papers, so that students encounter familiar terms at every stage of their learning journey.

Five examples that show our commitment to using Plain English and clear language in our materials and resources:

1. **Using the right words: Cambridge's English Language Accessibility Checker Tool**   **2**
At the heart of our tool are the most commonly used words in the Cambridge English dictionary, meaning we can build the most accessible language into our materials.

2. **Cambridge Advanced Nationals student guides**   **3**
Presented in a way that's accessible and easy for students to understand, with straightforward language and a clear layout.

3. **Practice papers and schemes of work**   **4**
Resources created with students and teachers in mind – helping students feel confident and prepared ahead of exams with an authentic assessment experience, and empowering teachers with easy-to-follow schemes of work.

4. **Candidate style work and exemplars**   **5**
Using clear and concise layouts with easy-to-understand moderator feedback.

5. **GCSE Sciences Purposeful Practical resources**   **6**
Straightforward, ready-to-use, clear resources for teachers and students – from layout to language.

Using the right words:
Cambridge's English Language Accessibility Checker Tool

We want our assessments to be straightforward. How do we do that? One of the things we've been looking at in detail is how we can be confident that the words we use are not barriers to young people being able to show what they know, understand and can do. Working with language experts within the organisation we've developed an English language accessibility checker tool.

At the heart of the tool are the most commonly used words in the Cambridge English dictionary. Two databases are used. For up to age 16, the tool checks against a database of the 3000 most commonly used words in the Cambridge English dictionary. For up to age 18, there is a larger database of 5000 words (as vocabulary increases with age).

Dr Ruth Johnson (Assessment Director at Cambridge OCR) said: "It's so useful to be able to check work we draft against the database, and the checker tool will flag any words that are not in the bank of most commonly used words in the English language.

"The tool doesn't stop you using certain words – they may be specialist terms defined in the specification for instance, or even an important context. It helps you understand where the words used in assessments may be a barrier for some students and take steps to prevent that."

What next?

At Cambridge OCR, we've been testing this tool in our Product Development team for the last couple of years, and we're really pleased with how it has helped us refine questions. Over the coming months, we'll be looking to roll this tool into **future qualifications and support materials**.

Ruth says: "The words that are flagged by the tool don't always leap out as ones that might be problematic. For instance, it flagged 'trampoline', 'girder' and 'flapjack' as not immediately accessible to all students. For me, that discovery just highlights the importance of a tool like this. We all have our own experiences and assumptions – the tool helps us put aside those potential biases and gives a quick check on whether what seems to be a normal and everyday word for us is likely to be understood by our students."

Cambridge Advanced Nationals student guides

Our student guides include all the key points students need to know about their assessment, presenting them in a way that's accessible and easy for students to understand. Using straightforward language and a clear layout, the guide helps ensure students know exactly what's expected of them at every step.

The guides include a summary for students of key points about their assignments, including the importance of completing work independently, knowing what evidence and criteria are expected, avoiding plagiarism and referencing sources properly.

How do I complete the assignment?

- You should try to complete all tasks in the assignment.

- The assignment says what you need to do for each task. You must make sure you understand:

  o What the task is. This information is under the heading: **The task is:**
  o The evidence you must submit to your teacher for assessment to meet the tasks and assessment criteria. If evidence must be a specific type or format, this information is under the heading: **Your evidence must include**. If the assignment does not specify a format for your evidence, you can present it how you want to.
  o The **assessment criteria** for the task. These tell you what you need to do to meet the requirements of each Pass (P), Merit (M) or Distinction (D) assessment criterion. The assessment criteria are numbered, for example, P1, M1, D1.
  o The **assessment guidance**. This gives you more information about how to meet the assessment criteria. There might not be assessment guidance for each assessment criterion. It is only given where more information is needed.

Practice papers

Our practice papers are carefully produced to give students an experience that closely matches a live exam. We apply the same principles used in our question papers – using consistent language, similar images, familiar layouts, and ensuring the time required reflects an actual assessment – so students can feel confident and well-prepared on exam day.

Schemes of work

We're developing new schemes of work that support teachers by linking every suggested lesson directly to specification coverage, emphasising key words for clear focus, and supplying student-friendly resources and links that also foster independent learning.

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Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced National in IT: Data Analytics

H019/H119   Unit F200: Fundamentals of data analytics

Practice Paper 2025

Time allowed: 1 hour 15 minutes

No extra materials are needed.

Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

Candidate number

First name(s)

Last name

INSTRUCTIONS
- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers
- In the live exam there might be lined pages at the end of the question paper for you to use if you need extra space. Remember, you must clearly show the question numbers.
- Answer all the questions.

INFORMATION
- The total mark for this paper is **60**.
- The marks for each question are shown in brackets **[ ]**.
- This document has **17** pages.

ADVICE
- Read each question carefully before you start to answer.

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Area of study: Topic Area 1 The value and importance of data visualisation

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 Impact of data on organisations and individuals The value of large data sets to organisations	1	By the end of this lesson, students should be able to understand: - the concept of large data sets - how to define large data sets and their importance to organisations - the positive and negative impacts that large data sets can have on organisations	Starter activity (5 mins): Display examples of **organisations** leveraging large data sets (e.g., Amazon, Spotify). Discuss: What role does data play in their success? Activity 1 (20 mins): Use a short case study on how Amazon uses customer data to improve **user experience.** (See link in next column.) Facilitate a class discussion to highlight key benefits and challenges. Activity 2 (30 mins): Conduct a mind mapping exercise where students brainstorm applications of **large data sets** in marketing, customer segmentation, and predictive analytics.	Harvard Business Review (HBR): Case studies on data-driven decisions. Data.gov.uk is a UK government platform that provides free access to a wide range of publicly available datasets from government departments and public bodies. Amazon: Using Big Data to understand customers (bernardmarr.com) How Big Data is Impacting Different Industries (cpduk.co.uk) Barclays LifeSkills (barclayslifeskills.com) - features a lesson titled 'Big	Research how organisations in different industries use large data sets and create a short presentation (examples: retail, healthcare). This TED Talk 'What do we do with all this big data?' by Susan Etlinger (ted.com) explores the growing presence of big data in our world and its implications for decision-making.

Candidate style work and exemplars

To further support teachers with marking their own candidates' work, we provide candidate style answers for our examined units and candidate style work for our moderated units, all presented in a clear and concise layout. Each example includes side-by-side commentary, offering transparent guidance on how marks have been awarded and directly linking each aspect of the candidate's work to the relevant marking criteria. This approach helps to make assessment straightforward.

Exemplar 1   **4 marks**

1. _____
   _____
   _____

2. _____
   _____

The candidate has given two benefits and has applied them to the pizza chain.

Teaching point: Make sure students understand that here, 'Explain' in the question means that giving generic benefits without specific context/application to the scenario won't gain marks.

The specification's Appendix B contains command words and students should be familiar with these. **Explain** is:

- give reasons for and/or causes of something
- make something clear by describing and/or giving information

The candidate has submitted a **written plan** for each worksheet, which identifies the data and calculations. Calculations are only expressed as headings, not cell references, which is correct. Presentation is simplistic. P2 has been awarded for the mind map and storyboard, as they are appropriate.

M2 attempted not achieved

A more appropriate method for identifying the formulae would be a flowchart - this would identify input, process and output clearly, so M2 is not awarded.

GCSE Sciences Purposeful Practical resources

We've created new GCSE science Purposeful Practical resources to help you easily plan, prepare, and carry out experiments in your classroom. Each Practical Pack gives teachers and technicians clear instructions on how to set up, what results to expect, and includes questions to help students get used to practical exam questions.

We also offer simple, ready-to-use Integrated Instructions for the classroom. These sheets combine diagrams with straightforward text, making it easier for students to follow the steps and see what to do as they work through each experiment.

Procedure and procedural understanding

Procedure: Preparing the leaf for testing	Understanding
1. Use the cork borer to cut out five cylinders of potato and then use the knife and white tile to carefully trim off the skin and cut them all to exactly 50 mm in length. Alternatively, 2 cm³ cubed chunks of liver could be provided instead.	Why is it important that all of the cylinders come from the same potato? Why is it important to trim the skin off the potato? What other variables are controlled when preparing the potato cylinders?
2. Set up the apparatus as shown Fig. 2. Take care when filling up the measuring cylinder with water in the trough and turning it upside down (with it still underwater) that all of the water remains in it. Take a reading and record the initial volume shown in the measuring cylinder.	What is this method of gas collection called? Why is it important to take a reading of the start volume shown in the measuring cylinder?
3. Add 10 cm³ 100% (20 volume) hydrogen peroxide solution to the conical flask, but do not add the potato cylinder just yet.	What safety measures should you take when handling hydrogen peroxide?
4. Get ready with the stopwatch. As you drop the first piece of potato into the conical flask with the 100% hydrogen peroxide, start the stopwatch. Make sure the bung is fixed firmly back in place and that all of the apparatus is stable.	Why is it important to make sure that the bung and delivery tube are not leaky? How could this step be adapted to reduce the chance of random error?
5. Time for 3 minutes and then take a reading and record the new volume shown in the measuring cylinder.	