

Set assignment

DRAFT

LEVEL 3 CAMBRIDGE ADVANCED NATIONAL (AAQ) IN

IT: DATA ANALYTICS

Extended Certificate H119

For first teaching in 2025

F206: Data and digital marketing

Introduction

This is Sample Assessment Material (SAM). It is an example set assignment that we publish alongside a new specification to help illustrate the intended style and structure of our set assignments.

During the lifetime of the qualification, updates to the set assignment template may happen. We always recommend you look at the most recent set of past set assignments where available.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. Here at OCR, we want teachers and students to enjoy and get the best out of our qualifications and resources, but to do that we need honest opinions to tell us whether we're on the right track or not. That's where you come in.

You can email your thoughts to ProductDevelopment@OCR.org.uk or visit the [OCR feedback page](#) to learn more about how you can help us improve our qualifications.



Designed and tested with teachers and students



Helping young people develop an ethical view of the world



Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

Summary of updates

Date	Version	Page number	Summary of change
July 2023	1 DRAFT	All	Creation of document

Teacher support

We have a range of support services to help you at every stage, from preparation to delivery.

Our teacher support is designed to make teaching our qualifications straightforward, whether you are an experienced teacher, new to teaching, new to OCR, or not a subject specialist of the qualification you are teaching.

We offer free access to services such as [Access to Scripts](#), [ExamBuilder](#) and [ActiveResults](#), and you'll find comprehensive teaching resources and a range of professional development courses on our teacher website, [Teach Cambridge](#).

Our [OCR subject advisors](#) provide support and information to centres, including:

- Specification and non-exam assessment advice
- Updates on resource developments and training opportunities
- Information on our subject networks giving an opportunity to share ideas and expertise.

Further help and support

Visit our subject pages to find out more about the assessment and request trial access to [Teach Cambridge](#).

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Have more questions about teaching OCR qualifications? Explore our [Online Support Centre](#) or contact our [Customer Support team](#).

Contact details are available on the [final page](#) of the SAM.

Work with us

As one of the major UK exam boards, OCR is responsible for creating and marking exams taken by over a million students each year. We work with over 10,000 professionals to create, check, mark and moderate our assessments.

If you would like to find out more about becoming an OCR examiner, please visit [our website](#) for more information.

People and planet

OCR is part of Cambridge University Press & Assessment, which has clear commitments to champion sustainability, diversity, trust and respect for our people and planet.

We are committed to supporting a curriculum that helps young people develop an ethical view of the world. This enables them to take social responsibility, understand environmental issues and prepare them for the green jobs of the future.

Our equality, diversity, inclusion and belonging principles are that we:

- are respectful and considerate
- celebrate differences and promote positive attitudes to belonging
- include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society
- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our [People and planet page](#).



Oxford Cambridge and RSA

OCR-set Assignment

Sample Assessment Material

OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Extended Certificate)

Unit F206: Data and digital marketing

Scenario Title: Progressive Skincare UK

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 F206
- certification code H119

The regulated qualification number linked to this unit is:

TBC

Duration

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

All this material **can** be photocopied. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

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Information and instructions for teachers

Using this assignment

This assignment provides a scenario and set of related tasks that reflect how data is used in digital marketing to plan and create an effective digital marketing campaign.

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 exceptions to this will be stated in the assessment guidance.

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 OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics **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.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

Sample

Tasks for students and assessment criteria

Unit F206: Data and digital marketing

Scenario Title: Progressive Skincare UK

Scenario

Progressive Skincare UK wants to market a new brand of skincare products. Their target audience for the new skincare products are people between 17 and 32 years old with disposable income. They have decided to launch a digital marketing campaign aimed specifically at their target audience.

Data from a market research company has been purchased by Progressive Skincare UK. You have been asked to analyse the data and to develop a digital marketing campaign for the new skincare products based on the results of your analysis. You will need to present your campaign to Progressive Skincare UK using the data to justify your proposals.

This data file has been provided:

- PS_Social_Media_Stats

You **must** use this data to plan your digital marketing campaign.

Task 1

Data Analysis

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

The task is:

Analyse the provided data, produce a report of the results of the analysis and make recommendations.

Your evidence **must** include:

- A report.
- Visual representation of the data analysis results.

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

Pass	Merit	Distinction
P1: Describe the client requirements.		
P2: Analyse provided data using data analysis techniques.	M1: Describe the results of data analysis.	D1: Explain and justify which digital marketing tools will be used in the digital marketing campaign based on the analysis.
P3: Visually present results of data analysis.		

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	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P2	<ul style="list-style-type: none"> Data analysis techniques are identified in Unit F202. Students can analyse the data in any way that is relevant to the scenario. This can include removing some parts of the data ahead of analysis, if appropriate.
P3	<ul style="list-style-type: none"> Methods of visualisation are identified in Unit F200. Students can use any method that is relevant to the scenario and the analysis.
M1	<ul style="list-style-type: none"> M1 is linked to P2 and P3.
D1	<ul style="list-style-type: none"> D1 is linked to P2, P3 and M1.

Advice

- Your report can be a written report, a presentation with detailed speaker notes, a video of presenting the information, or a spreadsheet.

Task 2

Campaign planning

Topic Areas 1 and 3 are assessed in this task.

The task is:

Plan the digital marketing campaign based on the results of the analysis of the data from **Task 1**. Present your plan in a report.

Your evidence **must** include:

- A report about the proposed campaign.

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

Pass	Merit	Distinction
P4: Describe the aim and purpose for the digital marketing campaign.	M2: Plan timescales including publishing times for digital marketing campaign content.	D2: Identify and justify metrics and/or key performance indicators to measure the success of the digital marketing campaign.
P5: Describe how the digital marketing mix will be used in the digital marketing campaign.	M3: Explain how the digital marketing mix and marketing funnel will meet the clients' requirements.	
P6: Describe how the sections of the digital marketing funnel will be used in the digital marketing campaign.		
P7: Produce outline ideas of content for a digital marketing campaign including channels to be used.	M4: Justify the proposed content formats in relation to digital marketing channels.	

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
P4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M2	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D2	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P5	<ul style="list-style-type: none"> Students must include all the elements of the marketing mix that are relevant to the proposed digital marketing campaign.
P6	<ul style="list-style-type: none"> Students must include all the elements of the digital marketing funnel that are relevant to the proposed digital marketing campaign.
M3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P7	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.

Task 3

Creating content

Topic Areas 1, 4 and 5 are assessed in this task.

The task is:

Create prototype content for your digital marketing campaign.

Your evidence **must** include:

- Your content prototypes.

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

Pass	Merit	Distinction
P8: State and explain choice of keywords to be used in the digital marketing campaign.		D3: Explain how content style is used to meet the client requirements, aims and purpose of the digital marketing campaign.
P9: Produce prototypes of digital marketing content to be used in the digital marketing campaign.	M5: Justify content produced in relation to client requirements.	

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
P8	<ul style="list-style-type: none"> The explanations do not have to be based on research.
P9	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.

Advice

- You do **not** need to create original assets for your prototype.
- You **must** reference any assets you use from external sources, e.g. the website address.

Task 4

Pitching and evaluating

Topic Areas 5 and 6 are assessed in this task.

The task is:

- Produce and deliver a pitch to your client to gather feedback about your digital marketing campaign.
- Update your plans based on the feedback received.
- Evaluate the processes you followed.

Your evidence **must** include:

- A report and/or a written presentation and/or a video recording.

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

Pass	Merit	Distinction
P10: Produce an executive summary of a proposed digital marketing campaign.		
P11: Present a proposed digital marketing campaign to stakeholders and gather feedback.	M6: Analyse feedback on a proposed digital marketing campaign.	D4: Adapt proposal for digital marketing campaign based on feedback received.
P12: Describe the processes followed in developing a digital marketing campaign.	M7: Explain what could be done differently when developing future digital marketing campaigns.	D5: Evaluate how far the processes used allowed the development of a digital marketing campaign to meet client requirements.

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
P10	<ul style="list-style-type: none"> The executive summary can be presented as a document in its own right, or as part of the pitch.
P11	<ul style="list-style-type: none"> Acceptable formats for this are: written report, written or verbal presentation. Evidence of presentation can be the report, the written presentation, or a video recording. Evidence of gathering feedback can be notes or a report. The teacher provides the feedback. Feedback should focus on potential improvements to the marketing campaign. The feedback must allow for analysis (M6) and adaptations to be explored (D4).
M6	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P12	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M7	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.

NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	<ul style="list-style-type: none"> Change to make suitable for a new use or purpose
Analyse	<ul style="list-style-type: none"> Separate or break down information into parts and identify their characteristics or elements Explain the different elements of a topic or argument and make reasoned comments Explain the impacts of actions using a logical chain of reasoning
Assess	<ul style="list-style-type: none"> Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	<ul style="list-style-type: none"> Work out the numerical value. Show your working unless otherwise stated
Classify	<ul style="list-style-type: none"> Arrange in categories according to shared qualities or characteristics
Compare	<ul style="list-style-type: none"> Give an account of the similarities and differences between two or more items, situations or actions.
Conclude	<ul style="list-style-type: none"> Judge or decide something
Describe	<ul style="list-style-type: none"> Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	<ul style="list-style-type: none"> Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	<ul style="list-style-type: none"> Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	<ul style="list-style-type: none"> To look at, inspect, or scrutinise carefully, or in detail
Explain	<ul style="list-style-type: none"> Give reasons for and/or causes of something Make something clear by describing and/or giving information
Interpret	<ul style="list-style-type: none"> Translate information into recognisable form Convey one's understanding to others, e.g. in a performance
Investigate	<ul style="list-style-type: none"> Inquire into (a situation or problem)
Justify	<ul style="list-style-type: none"> Give valid reasons for offering an opinion or reaching a conclusion
Research	<ul style="list-style-type: none"> Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	<ul style="list-style-type: none"> Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

Examine *with us*

- Build confidence supporting your students with assessment
- Enhance subject knowledge
- Great for professional development











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Contact the team at:

-  **01223 553998**
-  **computerscience@ocr.org.uk**
-  **ocr.org.uk**
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