

A LEVEL
Curriculum Plan

PSYCHOLOGY

H567
For first teaching in 2015

Component 3: Sport Psychology

Version 1



Component 3 – Sport Psychology

In Component 3 of the A Level specification students must study two of four optional topics, of which one is 'sport and exercise psychology'. This option gives students the opportunity to explore a range of topics within sport and exercise psychology, namely arousal and anxiety, exercise and mental health, motivation, personality, performing with others and audience effects. Within each of the six topics in sport and exercise psychology, students are required to know the background, a key research study and application of the topic.

The following document aims to provide a suggested scheme of work outline that you can adapt to suit your students. Issues and debates should be linked to appropriate material throughout component 3 and suggested materials are detailed below. The guided learning hours for this section is roughly 18 lessons.

Lesson No	Elements	Lesson Aims and Objectives	Lesson Content	Lesson Plenary	Homework/Assessment (teacher, peer, self)
1	<p>Arousal and anxiety - Background</p> <p>Optimising arousal, controlling anxiety and measuring anxiety in sport.</p>	<p>Outline what arousal is and how it can be optimised in sport.</p> <p>Describe how anxiety can be controlled in sport.</p> <p>Describe how anxiety in sport can be measured.</p> <p>Evaluate research into optimising arousal, and controlling and measuring anxiety.</p>	<p>Optimising Arousal Students describe Yerkes-Dodson Law based on the content of this clip https://www.youtube.com/watch?v=8CA6Di3ix0k</p> <p>Oxendine – Arousal and performance – an excellent summary of Oxendine's ideas, with some useful questions http://sportspsych.wikispaces.com/file/view/Factors+Affecting+Arousal+handout.pdf</p> <p>Controlling Anxiety Two articles on how to control anxiety (one specific to sport) can be read and discussed by students. http://www.calmclinic.com/anxiety/treatment/control http://believeperform.com/performance/anxiety-within-sport/</p> <p>Measuring Anxiety Marten (1990) designed anxiety traits (A-trait) questionnaires that are specific to sportsmen and women: Sport Competition Anxiety Test https://www.brianmac.co.uk/scat.htm Competitive State Anxiety-Inventory http://www.mrgillpe.com/uploads/1/2/9/2/12922833/csai2.pdf</p>	<p>Mini essays: Describe how arousal can be optimised and anxiety can be controlled in sport.</p>	<p>Mini essay: Describe anxiety can be measured in sport.</p>

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2	<p>Arousal and anxiety – Key Research</p> <p>Fazey and Hardy (1988) The inverted-U hypothesis: A catastrophe for sport psychology.</p>	<p>Describe the aims, procedures, results and conclusions of Fazey and Hardy's (1988) study.</p> <p>Evaluate the study through the application of appropriate issues and debates.</p> <p>Use the research to explain how arousal and anxiety influence sports performance.</p>	<p>A summary of Inverted-U hypothesis, Multi-dimensional Anxiety Theory, Drive Theory, Optimum Arousal Theory and Catastrophe Theory can be found at https://www.brianmac.co.uk/companx.htm, this may be useful to read before looking at Fazey and Hardy's study.</p> <p>A summary of Fazey and Hardy's study can be found at: http://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/psychology/00-Sample-Resources/Fazey-and-Hardy-1988.pdf These summary can be used to identify key terminology or these could be blanked out for students to add. Students could also read, make notes and write questions for a partner to answer.</p> <p>Students write a debates paragraph in response to this statement: 'optimising arousal will lead to sporting success'.</p>	<p>Write essay plan for the following question: Describe how research by Fazey and Hardy (1988) could be used to explain arousal and anxiety in sport (10)</p>	<p>Students complete essay and use generic mark scheme for Question A (from SAMs) to help complete a 'what went well and even better if' self-assessment.</p>
3	<p>Arousal and anxiety – Application</p> <p>At least one technique for managing arousal and anxiety in sport.</p>	<p>Describe at least one technique for managing arousal and anxiety in sport.</p> <p>Evaluate at least one technique for managing arousal and anxiety in sport using appropriate issues and debates.</p> <p>Apply knowledge of managing arousal and anxiety in sport to a novel source.</p>	<p>https://www.youtube.com/watch?v=Zhs3EUfY-sA – starter 'The Haka'. How does this manage arousal and anxiety?</p> <p>Some excellent articles can help students link this strategy to managing arousal and anxiety: http://condorperformance.com/blog/archives/2011/09/10/why-only-some-of-the-all-blacks-should-do-the-haka/ http://www.timesofmalta.com/articles/view/20160426/health-fitness/How-anxiety-affects-sports-performance.611057 https://breakingmuscle.com/sports-psychology/techniques-for-controlling-competition-anxiety - an article outlining techniques for managing arousal can be used to introduce the next task.</p> <p>Group work – students research techniques used for managing arousal and anxiety, including: Pep talks, self-talk, imagery, relaxation techniques and breathing exercises.</p>	<p>Students present key features of their researched techniques to the rest of the class.</p>	<p>Scenario – a top tennis player has been out of form and keeps on losing matches. Her coach thinks that this is because she is very anxious before her matches and when she gets to set and match points.</p> <p>Discuss how anxiety and arousal might impact performance in this case (10)</p>

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4	<p>Exercise and mental health – Background</p> <p>Benefits of exercise to mental health.</p>	<p>Describe the benefits of exercise to mental health.</p> <p>Evaluate explanations that suggest that exercise benefits mental health through appropriate debates.</p>	<p>Using the resources below and other sources. Students should design a leaflet encouraging people to exercise, highlighting the benefits to mental health:</p> <p>https://www.verywell.com/how-does-exercise-improve-mental-health-2337548</p> <p>http://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-sport-and-exercise/health-benefits/#.WAYx_fkrLIU</p> <p>https://www.mentalhealth.org.uk/publications/how-to-using-exercise</p> <p>https://www.youtube.com/watch?v=OK_vnVbxBXE</p> <p>http://www.huffingtonpost.com/2013/03/27/mental-health-benefits-exercise_n_2956099.html</p> <p>http://www.youngminds.org.uk/for_children_young_people/better_mental_health/exercise_mental_health</p>	<p>Debates activity:</p> <p>Apply the debates to the view that exercise improves mental health.</p>	<p>Assess the _____ debate(s) with regard to exercise and mental health (15)</p>
5	<p>Exercise and mental health – Key Research</p> <p>Lewis et al. (2014) Mood changes following social dance sessions in people with Parkinson's Disease.</p>	<p>Describe the aims, procedures, results and conclusions of Lewis et al.'s (2014) study.</p> <p>Evaluate the study through the application of appropriate issues and debates.</p> <p>Use the research to explain how exercise can influence mental health.</p>	<p>Starter – this clip introduces what Parkinson's disease. Students could identify key features whilst watching. https://www.youtube.com/watch?v=X9NsJoNThAk</p> <p>Using the OCR 'meet the researcher' resource (Dr Peter Lovatt, one of researchers involved in the Parkinson's study) students should describe the study and evaluate through the methodological issues in the study. http://www.ocr.org.uk/Images/264231-meet-the-researcher-dr-peter-lovatt-teacher-guide-pdf</p> <p>Furthermore, this resource also discussed debates, this can be used to add to the 15 mark essay written for homework.</p>	<p>Conclusion paragraph - How exercise can influence mental health?</p>	<p>Explain how research by Lewis et al. (1979) could be used to explain the benefits of exercise on mental health (10)</p>

Lesson No	Elements	Lesson Aims and Objectives	Lesson Content	Lesson Plenary	Homework/Assessment (teacher, peer, self)
6	<p>Exercise and mental health - Application</p> <p>At least one exercise strategy to improve mental health.</p>	<p>Describe at least one exercise strategy to improve mental health.</p> <p>Evaluate at least one exercise strategy to improve mental health, using appropriate issues and debates.</p> <p>Apply knowledge of exercise strategies to improve mental health to a novel source.</p>	<p>Throughout the original article of the Lewis et al. (2015) study there is reference to exercise strategies which improve mental health. Students could identify the strategies from the article and comment on how they work and their effectiveness.</p> <p>https://www.researchgate.net/publication/289378201_Narrative_Review_of_Dance-based_Exercise_and_Its_Specific_Impact_on_Depressive_Symptoms_in_Older_Adults</p>	<p>Using the knowledge gained in the lesson, students write a 'novel source' whereby a strategy has improved an individual's mental health, with some reasons why.</p>	<p>Using the novel source written in class, answer the following question: Discuss how a sports psychologist might apply their knowledge of exercise strategies to explain the Improvement in mental health. (15)</p>
7	<p>Motivation - Background</p> <p>Self-efficacy and sports confidence, including imagery and sports orientation.</p>	<p>Outline the role of self-efficacy and sports confidence in motivation.</p> <p>Describe how anxiety can be controlled in sport.</p> <p>Discuss sports orientation</p> <p>Evaluate research into self-efficacy and sports confidence, including imagery and sports orientation.</p>	<p>Introduction – TED Talk by Martin Hagger who discusses motivation in sports people. https://www.youtube.com/watch?v=yG7v4y_xwzQ</p> <p>What is self-efficacy and sports confidence? Class discussion.</p> <p>What is sports orientation? Students research the work of Gill and Deeter and implications from their research, they can also complete the sports orientation questionnaire https://www.youtube.com/watch?v=gV48er3pRPk https://sportspsych.wikispaces.com/file/view/Sport-specific+Motivation+handout.pdf http://www.idosi.org/mejsr/mejsr18(6)13/2.pdf</p> <p>Lecture/students make notes on different types imagery used by sports people: Motivational General Mastery Imagery Motivation-General Arousal Imagery Motivational Specific imagery</p>	<p>Outline the role of self-efficacy and sports confidence in motivation.</p>	<p>Revise content covered so far.</p>

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8	<p>Motivation – Key Research</p> <p>Munroe-Chandler et al. (2008) Playing with confidence: the relationship between imagery use and self-confidence and self-efficacy in youth soccer players.</p>	<p>Describe the aims, procedures, results and conclusions of Munroe-Chandler et al's study.</p> <p>Evaluate the study through the application of appropriate issues and debates.</p> <p>Use the research to explain the relationship between imagery use and self-confidence and self-efficacy in sport.</p>	<p>Makes notes on the key research and answer questions such as:</p> <p>What were the two hypotheses?</p> <p>How many male and how many female sports players took part?</p> <p>How old were the participants? What types of soccer players were they?</p> <p>How was data collected and how long for?</p> <p>How was use of imagery measured? How was confidence measured?</p> <p>Describe the Self-efficacy Questionnaire for Soccer.</p> <p>How was parental consent gained?</p> <p>What information was gathered from the players at the start of the study?</p> <p>What were the results in terms of level of play or gender in relation to the five imagery functions, self- confidence, or self-efficacy, or to the number of years playing?</p> <p>What was found in terms of correlations between the imagery subscales and the two confidence measures?</p> <p>Which subscale of the SIQ-C was most strongly correlated with SEQ-S?</p> <p>Which results were significant in the CTAI-2C?</p> <p>For the SEQ-S test, MG-M was the only significant imagery predictor for the recreational group, what % of variance did it account for? What was the % of variance for the elite group?</p> <p>What were the results for MGA and MS imagery?</p> <p>What can be concluded from the study? Do the findings support the hypothesis?</p> <p>Issues and debates – students discuss the methodological issues with the study.</p> <p>Debates paragraph, including arguments for and against usefulness, individual/situational, reductionism/holism, freewill/ determinism in relation to the use of MG-M imagery.</p>	<p>Pair work – students discuss debates paragraphs and add further details.</p>	<p>Explain how research by could be used to improve motivation in sports players. (10)</p>

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9	<p>Motivation - Application</p> <p>At least one strategy for motivating athletes.</p>	<p>Describe at least one technique for motivating athletes.</p> <p>Evaluate at least one technique for motivating athletes using appropriate issues and debates.</p> <p>Apply knowledge of strategies for motivating athletes to a novel source.</p>	<p>Students recap MGM, MGA and MS imagery from previous sessions and evaluate their effectiveness from research evidence in terms of outcomes on motivation.</p> <p>In addition to imagery, the following articles may be useful to aide in the discussion of further strategies for motivating athletes.</p> <p>https://www.psychologytoday.com/blog/changepower/201402/8-great-motivating-messages-guide-superstar-athletes</p> <p>http://www.championshipcoachesnetwork.com/public/402.cfm</p> <p>https://www.competitivedge.com/parentscoaches-guides-coachs-guide-winning-motivation-game</p> <p>Do these strategies work? Application of debates activity.</p>	<p>Using research evidence, students describe a scenario whereby imagery is an effective way of motivating athletes.</p>	<p>Answer novel source question: Discuss how a sports psychologist might apply their knowledge of motivation strategies to explain the increase in motivation. (10)</p>
10	<p>Personality - Background</p> <p>Personality, its measurement and its relationship to sport.</p>	<p>Describe how personality is measured.</p> <p>Describe personality's relationship to sport.</p> <p>Evaluate the measurement of personality and its relationship to sport, through appropriate research and issues and debates.</p>	<p>Starter – students take the Cattell Sixteen Personality Factor Questionnaire - http://personality-testing.info/tests/16PF.php and then summarise Cattell's work.</p> <p>https://www.youtube.com/watch?v=sUrV6oZ3zsk – a crash course clip can elicit discussion on measuring personality.</p> <p>Component 2 revision – students are given 2 minutes to recall as much of the psychodynamic perspective as possible and then feedback to the rest of the class. This should then be followed by discussion of the psyche and defence mechanism and how they relate to sport. Reference should be made to catharsis, the ID and defence mechanisms to explain aggression in sport.</p> <p>Eysenck – Trait theory and PEN theory – lecture with focus on psychoticism, extroversion and neuroticism. Students then research on how these characteristics apply to sport.</p> <p>Apply debates the role of personality and to Cattell, Eysenck and Freud's ideas, including psychology as science, usefulness, nature/nurture, freewill/determinism and reductionism/holism.</p>	<p>Assess the _____ debate with regard to personality and its relationship to sport. (This can be the debate of students' choice).</p> <p>Consider generic mark scheme of debates question when answering this question http://ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf</p>	<p>Assess the individual and situational debate with regard to the performance of sports teams.</p>

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11	<p>Personality – Key Research</p> <p>Kroll and Crenshaw (1970) Multivariate personality profile analysis of four athletic groups.</p>	<p>Describe the background, aim, method, results and conclusions of Kroll and Crenshaw's (1970) study.</p> <p>Evaluate the study through appropriate issues and debates</p> <p>Explain how the study could be applied to personality in sport.</p>	<p>Using the link below, from textbooks, or OCR's key research guide students summarise the Kroll and Crenshaw study. http://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/psychology/00-Sample-Resources/Kroll-and-Crenshaw-1970.pdf Students then write 5 questions about the study, these could then be pooled together and given to the class to check knowledge and understanding of the study.</p> <p>Methodological issues discussion – Consider different types of reliability and validity of measuring personality.</p>	<p>Add to debates notes from the previous session and apply them specifically to this study.</p>	<p>Explain how research by Kroll and Crenshaw (1970) could be used to explain the relationship between personality and sport.</p>
12	<p>Personality - Application</p> <p>At least one strategy for using knowledge of personality to improve sports performance.</p>	<p>Describe at least one strategy for using knowledge of personality to improve sports performance.</p> <p>Evaluate at least one strategy for using knowledge of personality to improve sports performance.</p> <p>Apply knowledge of at least one strategy for using knowledge of personality to improve sports performance.</p>	<p>Recap and reinforce conclusions from Kroll and Crenshaw regarding personality and sport performance. What would a sports psychologist recommend based on this study?</p> <p>Carousel activity. Students make notes on how personality can improve performance. http://believeperform.com/performance/personality-in-sport-everyone-is-different/ http://www.bbc.co.uk/guides/zq7d2p3 https://www.bangor.ac.uk/news/university/how-personality-affects-sporting-achievement-7894 http://www.teachpe.com/sports_psychology/motivation_personality.php http://www.d.umn.edu/~dmillsa/courses/sportpsychology/documents/motivation.pdf</p>	<p>Summarise key points from carousel activity.</p>	<p>A sports psychologist was interested whether different sports players have different personality profiles and characteristics, from each other.</p> <p>Discuss how a psychologist could investigate whether this is the case (10)</p>

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13	<p>Performing with others – Background</p> <p>Teams, coaching and leadership.</p>	<p>Describe the process of team formation and group cohesion.</p> <p>Describe the role of coaching in team performance.</p> <p>Describe the influence of leadership on team performance.</p> <p>Evaluate factors influencing team performance, through appropriate research and issues and debates.</p>	<p><u>Teams</u> Using the links below, students can describe the features of Tuckman's team stages model (forming, storming, norming and performing) https://www.mindtools.com/pages/article/newLDR_86.htm https://www.youtube.com/watch?v=nFE8laolnQU</p> <p>Students could identify forming, storming, norming and performing in this clip: https://www.youtube.com/watch?v=OUxMvhSi51Q</p> <p><u>Coaching</u> From the original article of Smith et al., or from the OCR Key research guide, identify the key features of Coach Effectiveness Training used in the Smith et al. study. Including rewards, instruction, don't punish and instruction.</p> <p><u>Leadership</u> What makes a good leader? Class discussion. https://www.youtube.com/watch?v=0VZW54uJW4s</p> <p>Students can research and make notes on a number of leadership theories here: http://www.leadership-central.com/leadership-theories.html#ixzz4OekVZrY2</p> <p>Including the Great Man Theory, Trait Theory, Behavioural Theories, Contingency Theories, Transactional Theories and Transformational Theories.</p> <p>Using all of the debates –What factors influence the performance of sports teams?</p>	<p>Debates paragraph – describe the influence of teams, coaching and leadership on team performance using all debates from the specification.</p>	<p>Remove marks and comments from candidate style answers and students mark these using mark schemes for homework. http://ocr.org.uk/Images/309115-unit-03-sport-and-exercise-psychology-candidate-style-answers.pdf</p>

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14	<p>Performing with others – Key Research</p> <p>Smith et al. (1979) Coach effectiveness training: a cognitive-behavioural approach to enhancing relationship skills in youth sports coaches.</p>	<p>Describe the aims, method, results and conclusions of Smith et al.'s (1979) study.</p> <p>Evaluate the study through appropriate issues and debates.</p> <p>Explain how the study could be used to improve relationship skills in youth sports coaches.</p>	<p>Use OCR key research guide http://ocr.org.uk/Images/335052-sport-and-exercise-psychology-key-research-guide.pdf and/or textbook to describe the background, aims, procedures, design, sample, results and conclusions from the Smith et al. (1979) study:</p> <p>Class debate – each students is assigned one part of a debate and relate it to 'performance of sports teams' and feedback to the rest of the class.</p> <p>Students complete essay question: Explain how research by Smith et al. (1979) could be used to improve relationship skills in youth sports coaches (10).</p>	<p>Students compare their responses to the candidate style answers, self-assess and make changes.</p> <p>http://ocr.org.uk/Images/309115-unit-03-sport-and-exercise-psychology-candidate-style-answers.pdf</p>	<p>Assess the individual and situational debate with regard to the performance of sports teams. (15)</p>
15	<p>Performing with others – Application</p> <p>At least one strategy for improving team performance.</p>	<p>Describe at least one strategy for improving team performance.</p> <p>Evaluate at least one strategy for improving team performance.</p> <p>Apply knowledge of at least one strategy for improving team performance.</p>	<p>Ideas blast – how can coaches improve sports performance?</p> <p>A useful article on Cognitive Behavioural Coaching which can be used by students to describe some strategies to improve performance http://www.erhvervscoach.com/dok/cognitive-coaching-neenan-garmer-CBC03.pdf</p> <p>What problems are there with this strategy?</p> <p>Apply knowledge from Smith et al.'s study to describe strategies.</p>	<p>Read and make notes on candidate style answers to plan essay.</p> <p>http://ocr.org.uk/Images/309115-unit-03-sport-and-exercise-psychology-candidate-style-answers.pdf</p>	<p>A team of young hockey players...</p> <p>(c)* Discuss how a sports psychologist might apply their knowledge of sports coaching to explain the win to the team's parents.</p>

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16	<p>Audience effects – Background</p> <p>How an audience can facilitate or inhibit sports performance; home advantage.</p>	<p>Describe how an audience can:</p> <ul style="list-style-type: none"> - Facilitate sports performance - Inhibit sports performance - The benefits of home advantage. <p>Evaluate how an audience can facilitate or inhibit performance and the benefits of home advantage, through appropriate issues and debates.</p>	<p>Starter – what are the costs and benefits of sports players playing in front of their own supporters or away from home? Does home advantage really exist?</p> <p>Students read these articles on home advantage and find evidence to support the following views:</p> <p>Audience can facilitate performance. Audience can inhibit performance. Playing at home is an advantage. Playing at home is a disadvantage.</p> <p>https://www.theguardian.com/sport/2008/feb/03/features/sportmonthly16 http://bleacherreport.com/articles/1604854-how-much-does-home-field-advantage-matter-in-soccer http://believeperform.com/education/theories/crowd-effects-and-the-home-advantage/</p> <p>Issues -What confounding variables could influence research into audience effects of performance? E.g. ability, form and injury.</p>	Apply debates to the view that playing at home is an advantage.	Explain how an audience can facilitate or inhibit sports performance (10)
17	<p>Audience effects – Key Research</p> <p>Zajonc et al. (1969) Social enhancement and impairment of performance in the cockroach.</p>	<p>Describe the Zajonc et al. (1969) study.</p> <p>Evaluate the study through appropriate issues and debates.</p> <p>Use the study to explain audience effects.</p>	<p>Starter - https://www.youtube.com/watch?v=VWsjET4f-2c</p> <p>What was the aim of Zajonc's research in relation to drive theory and social facilitation? What type of experiment was it? What were the IVs and DVs in the two experiments? Who were the participants and why were they chosen? Where were the participants kept prior to the study? Outline the procedures of the different conditions. What were the results in the two conditions? Were they significant? What can be concluded from the study in terms of the effect of enhancement of performance, social facilitation and drive theory?</p> <p>Evaluation debates: pairs of students prepare and argue for and against the reliability, validity, sampling bias, usefulness, freewill, situational explanation. Other students identify key points from the debates.</p>	Summarise the issues and debates arguments in a table.	<p>Assess the methodological issues involved when researching audience effects (15)</p> <p>Or a similar debates question.</p>

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18	<p>Audience Effects – Application</p> <p>At least one strategy for training for and playing spectator sports.</p>	<p>Describe at least one strategy for training for and playing spectator sports.</p> <p>Evaluate at least one strategy for training for and playing spectator sports.</p> <p>Apply knowledge of at least one strategy for training for and playing spectator sports.</p>	<p>Starter questions: How does Zajonc et al's research support the idea that the presence of others increases arousal?</p> <p>What implications do the findings about familiarity of task and environment have on sportsmen and women?</p> <p>What can sports teams learn from Zajonc et al's findings on unfamiliar tasks and environments?</p> <p>How can arousal and anxiety be managed to improve sports performance?</p> <p>The England football team are due to play an away match in a hostile environment. Describe at least one strategy for training for and playing spectator sports (10).</p>	<p>Students write a scenario about good performance in the subsequent match at home: Discuss how a sports psychologist might apply their knowledge of audience effects to explain the win (10).</p>	<p>Revise for end of topic test</p>



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