# Unit Y319: civil rights in the usa

Note: Based on 3 x 50 minute lessons per week

Terms based on 6 term year.

This theme focuses on the struggle of citizens in the United States to gain equality before the law. Learners should understand the factors which encouraged and discouraged change during this period. The strands identified below are not to be studied in isolation to each other. Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

| **Key Topic** | **Number of Lessons** | **Indicative Content** | **Extended Content** | **Resources** |
| --- | --- | --- | --- | --- |
| **African Americans** | 3 | Their position in 1865. Reconstruction, white reaction and discrimination. | * Legacy and experience of the Civil War: Emancipation Proclamation, 15th Amendment, assassination of Lincoln, devastation in the south, arguments for and against the abolition of slavery. * Positive and negative prospects for black Americans in 1865 (right to vote, education, employment, land, housing, racism, prejudice and violence). * Nature of Reconstruction and extent to which black Americans derived any benefits from the period 1865-1877. * Reactions to Johnson’s plans in the North and the attitude of Congress 1866-1870. * Similarities and differences between northern and southern attitudes and the changing responses to black | * Carson, C. *The Eyes on the Prize- Civil Rights Reader 1954-1990* (1992), Penguin, Blackside * Cook, R. *Sweet Land of Liberty?* (2013) Routledge, Abingdon * De Pennington, J. *Modern America: The USA 1865 to the Present* (2005) SHP Hodder, London * Dierenfield, B. *The Civil Rights Movement* (revised ed. 2013) Routledge, Abingdon * Fairclough, A. *Better Day Coming: Blacks and Equality 1890-2000* (2001) Penguin, London * Field, R. *Civil Rights in America 1865-1980* (2002) Cambridge University Press, Cambridge * Jones, M. *The Limits of Liberty:* |

| **Key Topic** | **Number of Lessons** | **Indicative Content** | **Extended Content** | **Resources** |
| --- | --- | --- | --- | --- |
|  |  |  | Americans during various periods.   * The nature and extent of the ways in which white Americans in the southern states opposed Reconstruction, implemented segregation and prevented civil rights. * Reasons for changes in attitudes towards black Americans. * Reasons for the ‘Great Migration’ of southern black Americans to the North and their experience in the northern cities (ghettos, employment). * Similarities and differences in post-1945 attitudes to black Americans compared to other minorities (e.g. native Americans, Chicano, Hispanic). * Significance of Brown v Board of Education to changing attitudes and expectations. * Similarities and differences between North and South in response to key individuals and groups in the Civil Rights Movement. | *American History 1607-1980* (1983) Oxford   * Lawson, S. *Debating the Civil Rights Movement 1945-68* (2006) Rowman and Littlefield * Murphy, D. (ed.) *United States 1776-1992* (2001) Harper Collins, London * Paterson, D. (ed.) *Civil Rights in the USA 1865-1992* (2009) Heinemann, Harlow * Sanders, V. *Civil Rights in the USA 1945-68* (2008), Hodder, London * Spiller, J. (ed.) *The United States 1763-2001* (2005) Routledge, Abingdon * Verney, K. *The Debate on Black Civil Rights in America* (2010), Manchester University Press, Manchester * White, J. *Black Leadership in America: From Booker T. Washington to Jess Jackson* (1990) Longman, Harlow |
| 3 | The role of African Americans in gaining civil rights (e.g. Booker T Washington, DuBois, Martin Luther King, the Black Panthers). | * Nature and extent of gains achieved by black Americans (individuals, early campaign groups and the public). * Beliefs, methods, actions and comparative significance of key individuals and groups including: * Booker T. Washington * W.E. DuBois * Martin Luther King * Malcolm X * Jesse Jackson * Rosa Parks * Black Panthers |
| 3 | The roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle. | * Impact of the structure, function and nature of federal and state government on the struggle for civil rights * Role of the Presidency and individual presidents in helping or hindering the struggle for civil rights including comparative contribution (e.g. FDR, Lyndon Johnson, Nixon) * Role of congress in helping or hindering the struggle for civil rights. * Attitudes of southern state governments and reasons why they managed to ensure segregation by the mid-1870s and maintain racist policies into the 1960s. * Role of the Supreme Court and the reasons for the outcome of key Supreme Court cases and their comparative significance in helping or hindering the struggle for civil rights before and after 1877. * Comparative importance of federal institutions in aiding civil rights (e.g. Presidency, Congress, Senate, Supreme Court). * Reasons for and the passing of new legislation or policies, their impact and significance. |
| 3 | The role of anti and pro-civil rights groups.  The Civil Rights Movement to 1992. | * Membership of anti- and pro-civil rights groups (social class, race, sex, geographic location, numbers). * The nature of societies such as the Daughters of the American Revolution. * Anti-civil rights groups such as White Citizens’ Councils and the KKK. * The foundation and actions of key civil rights groups including their similarities and differences in methods. * Comparative success of civil rights groups including government or public reactions to their campaigns/actions. * Extent to which the success of the later Civil Rights Movement depended upon earlier campaigns and successes of civil rights groups and individuals. * Impact of war (e.g. WW2, Vietnam). * Extent and impact of tension between male and female members of anti-or pro-civil rights groups. * The role of the media and press. * Nature and extent of the contribution of women’s groups to the Civil Rights Movement. |
| **Trade Union and Labour Rights** | 2 | Union and Labour rights in 1865. | * Legacy of the Civil War, devastation in the south and effect of Reconstruction on white and black American workers. * Similarities and differences in types of employment and working conditions in the northern and southern states (sharecropping, agriculture, industry). * Types of employers: the financial sector, big business, landowners and growing industries. * Nature of employment and workers’ rights in 1865 across employment sectors (e.g. age limits, length of hours, wages, holidays, dismissal, regulations, legal representation, health and safety, recruitment, opportunity). * Positive and negative prospects (or reality) for trade unions and workers in 1865 in comparison to 1992 and other key turning-points such as the 1920s, 1960s and Reagan era. | * De Pennington, J. *Modern America: The USA 1865 to the Present* (2005) SHP Hodder, London * Field, R. *Civil Rights in America 1865-1980* (2002) Cambridge University Press, Cambridge * Jones, M. *The Limits of Liberty: American History 1607-1980* (1983) Oxford * Murphy, D. (ed.) *United States 1776-1992* (2001) Harper Collins, London * Paterson, D. (ed.) *Civil Rights in the USA 1865-1992* (2009) Heinemann, Harlow * Spiller, J. (ed.) *The United States 1763-2001* (2005) Routledge, Abingdon * Willoughby, D. & S. *The USA 1917-45* (2000) Heinemann, Oxford * Zinn, H. *A People’s History of the USA 1492-present* (1995) New York |
| 2 | The impact of New Immigration and industrialisation on union development.  The impact of the World Wars on union and labour rights. | * The impact of immigration, industrialisation, war and economic circumstances on the limitations and/or development of trade unions and labour rights. * Reasons for the development, actions, success and limitations of trade unions, union leaders and labour rights before the 1960s. * Similarities and differences between sectional, east-west, urban and rural attitudes and changing levels of response to the need for union and labour rights (e.g. union membership, public attitudes, sickness clubs, strikes, demands, militancy, mediation, arbitration and collective bargaining). |
| 3 | The role of Federal governments in supporting and opposing union and labour rights. | * Impact of the structure, function and nature of federal and state government on the struggle for union/labour rights. * Role of the Presidency and individual presidents in helping or hindering the struggle for union/labour rights including comparative contribution (e.g. Wilson, FDR, JFK, Johnson, Nixon, Reagan). * Role of congress in supporting or opposing union and labour rights. * Comparative importance of federal institutions in aiding civil rights (e.g. Presidency, Congress, Senate, Supreme Court, Department of Labor). * Reasons for and the passing of new legislation or creation of agencies, their impact and significance in helping or hindering the struggle for union and labour rights. Safety and Health Act (1971) * Comparative role and impact of Federal and state governments, institutions or individual politicians. |
| 4 | The significance of the 1960s.  Chavez and the UFW.  Significance of the Reagan era. | * Comparative role and impact of unions, union leaders, sector workers, individuals, social groups on the development of labour rights between 1865 and 1992. * The role of government and welfare reform in the 1960s * The methods, actions and comparative success of trade unions and workers’ associations from the 1960s onwards, including government and public reactions to their campaigns/actions: * Chavez and the UFW * Extent to which the success of the later campaigns for union and labour rights depended upon earlier successes, other civil rights campaigns (e.g. women, Civil Rights Movement) or specific individuals. * Significance of the Regan era in relation to trade unions and labour rights. |
| **Native American Indians** | 2 | Their position in 1865.  The impact of the Plains Wars (1854–1877). | * Key factors causing change to the lives of Native Americans by 1865. * Nature of fighting, resistance and effect of the Plains Wars. * The nature of discrimination and life for Native Americans. * Their relative position in 1865 and 1992 as well as other key turning-points. | * Bolt, C. *American Indian Policy and American Reform* (1990) Unwin * Brown, D. *Bury my Heart at Wounded Knee* (1970) Vintage * De Pennington, J. *Modern America: The USA 1865 to the Present* (2005) SHP Hodder, London * Field, R. *Civil Rights in America 1865-1980* (2002) Cambridge University Press, Cambridge * Jones, M. *The Limits of Liberty: American History 1607-1980* (1983) Oxford * Josephy Jnr, A. *Red power: the American Indian’s fight for freedom* (1971) New York * Murphy, D. (ed.) *United States 1776-1992* (2001) Harper Collins, London * Paterson, D. (ed.) *Civil Rights in the USA 1865-1992* (2009) Heinemann, Harlow * Spiller, J. (ed.) *The United States 1763-2001* (2005) Routledge, Abingdon * Weeks, P. (ed.) ‘*They made us many promises’: the American Indian experience 1524 to the present* (2002) Harlan Davidson * Willoughby, D. & S. *The USA 1917-45* (2000) Heinemann, Oxford * Zinn, H. *A People’s History of the USA 1492-present* (1995) New York |
|  | 3 | The impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s. | * Comparative nature and impact of key events, groups or government institutions/positions and policies on the development of civil rights and extent of deprivation, poverty and assimilation, such as: * the Commissioner of Indian Affairs * roles of the US and State Supreme Courts (e.g. Arizona) * role of Congress and Senators * presidential action (e.g. Hoover, FDR, Johnson, Nixon) * Indian Rights Association (IRA) * General Allotment (Dawes) Act * US Citizenship Act (1924) * ‘Indian New Deal’ (e.g. Wheeler-Howard Act) * Impact of the movement in 60s/70s * Indian Education Act (1972) * Indian Self-Determination and Education Assistance Act (1975) * American Indian Policy Review Commission (1975) * Native American Religious Freedom Act (1978) * Indian Child Welfare Act (1978) * Similarities and differences between sectional, mid-West, borderland, urban and rural attitudes and changing levels of public response to native Americans during specific periods/events: * Reconstruction (1865-1877) * ‘Gilded Age’ * WW1 and the 1920s * WW2 * ‘Civil Rights’ era (1960s-70s) * Reagan era. |
|  | 2 | Native Americans and the Supreme Court. | * Role and impact of key Supreme Court cases on attitudes and policies towards Native Americans: * Cherokee Nation v. Hitchcock * Lone Wolf v. Hitchcock * Bursum Bill * Leavitt Bill (Dance Order) * Harrison v. Laveen * Oneida v. Oneida and Madison Counties * Fisher v. Montana * US v. the Sioux nation * Seminole tribe v. Butterworth * Charrier v. Bell * Role of the Native American Rights Fund (NARF) and extent to which it was successful. |
|  | 3 | Native American pressure groups. | * The nature of discrimination and life for Native Americans post-1945 (e.g. urbanisation, culture shock, poverty). * Similarities and differences in Native American reactions to discrimination and the nature/method of campaigns to gain civil rights. * Nature and extent of federal or state reactions to Native American campaigns by the 1970s and 80s (e.g. violence, resistance, reforms, compensation, self-determination). * Extent to which the Native American campaigns were aided by non-native American individuals, groups or public support. |
| **Women** | 2 | Their position in 1865. | * The nature of discrimination and inequality. * The relative position of women in 1865 and 1992 as well as other key turning-points such as the interwar period, the New Deal, WW2 and the era of the Civil Rights Movement. | * Crawford, V. (ed.) *Women in the Civil Rights Movement: Trailblazers and Torchbearers 1941-1965* (1990) Indiana University Press * De Pennington, J. *Modern America: The USA 1865 to the Present* (2005) SHP Hodder, London * Evans, S. *Born for Liberty: A History of Women in America* (1997) Free Press * Field, R. *Civil Rights in America 1865-1980* (2002) Cambridge University Press, Cambridge * Jones, M. *The Limits of Liberty: American History 1607-1980* (1983) Oxford * Murphy, D. (ed.) *United States 1776-1992* (2001) Harper Collins, London * Paterson, D. (ed.) *Civil Rights in the USA 1865-1992* (2009) Heinemann, Harlow * Spiller, J. (ed.) *The United States 1763-2001* (2005) Routledge, Abingdon * Rowbotham, S. *A Century of Women: the history of women in Britain and the USA* (1997) Penguin, London * Willoughby, D. & S. *The USA 1917-45* (2000) Heinemann, Oxford * Zinn, H. *A People’s History of the USA 1492-present* (1995) New York |
| 2 | The impact on women’s rights of the campaign for prohibition.  The campaign for women’s suffrage. | * Methods of counteracting inequality, prejudice or domestic abuse.. * Comparative significance of female individuals and groups in the quest for equal rights. * The impact of the campaigns for prohibition and female suffrage to the position of women and later developments. |
| 3 | The World Wars.  The New Deal.  Changing economic and employment opportunities. | * The impact of War on the development of rights for Women * The impact of the New Deal on the development of rights for Women * The comparative role and impact of political and economic circumstances on the lives of women. * The comparative role and impact of political and economic circumstances on the campaigns for equal rights. |
| 3 | The rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment. | * The nature/definitions of feminism, campaign methods, actions and reactions to government. * The nature of opposition to feminism and reasons for its. * Development, impact and significance of reforms, laws and legal cases on the development of equal rights post-1945. * Comparative role of individual women and groups during the feminist era and campaign for equal rights. * Extent to which equal rights were truly achieved by 1992. |

# Unit Y319: civil rights in the usa – Depth studies

Note: Based on 3x 50 minute lessons per week

Terms based on 6 term year.

*yOU COULD CHOOSE TO INTEGRATE THIS WITHIN THE SECTION ABOVE, SHOULD YOU WISH TO TEACH THIS CHRONOLOGICALLY, HOWEVER PLEASE NOTE QUESTIONS ON THE THEMATIC ESSAY ARE THEMATIC IN NATURE, WHEREAS THE DEPTH STUDIES ARE ROOTED IN INTERPRETATIONS.*

| **Key Topic** | **Number of Lessons** | **Indicative Content** | **Extended Content** | **Resources** |
| --- | --- | --- | --- | --- |
| **Civil rights in the ‘Gilded Age’ c.1875–c.1895** | 1 | Nature and extent of progress in civil rights in this era. | * Impact and legacy of the Civil War in the Deep South. * Opportunities and limitations for African Americans in terms of: * education, employment, relocation, voting, housing, leisure * careers in politics, education, medicine or law * land ownership, property and middle class status * public health * Nature, extent and effect of reactions to civil rights issues from social groups such as women, workers, African Americans and Native American Indians. * Impact of industrialisation, westward expansion and sectional or east-west divides on the nature and methods of campaign groups, their leaders and the extent of civil rights. * Reasons and responsibility for limited progress. * Significance of the contributions of civil rights groups in the period. | * Calhoun, C.W. (ed.) *The Gilded Age: Perspectives on the Origins of Modern America* (2006) * Cashman, S.D. *America in the Gilded Age* (3rd ed. 1993) * De Pennington, J. *Modern America: The USA 1865 to the Present* (2005) SHP Hodder, London * Field, R. *Civil Rights in America 1865-1980* (2002) Cambridge University Press, Cambridge * Jones, M. *The Limits of Liberty: American History 1607-1980* (1983) Oxford * Link, W. & S. (ed.) *The Gilded Age and Progressive Era: A Documentary Reader* (2012) Wiley Blackwell, Chichester * Murphy, D. (ed.) *United States 1776-1992* (2001) Harper Collins, London * Painter, N.I. *Standing at Armageddon: The USA 1877-1919* (1989) Norton, New York * Paterson, D.G. & Fink, L. *Major Problems in the Gilded Age and Progressive Era* (2000) * Spiller, J. (ed.) *The United States 1763-2001* (2005) Routledge, Abingdon * Trachtenburg, A. *The Incorporation of America* (2007) * Zinn, H. *A People’s History of the USA 1492-present* (1995) New York |
| 1 | The varied impact of industrialisation on women, African-Americans and workers, and the nature and effectiveness of their responses. | * Positive and negative effects of industrialisation and American economic wealth on each social group. * Extent of the problems caused by industrialisation by c. 1895. * Nature and effectiveness of of their responses. |
| 1 | Nature and effectiveness of government policy towards civil rights issues including varying attitudes of Presidents, Congress and Supreme Court and State governments. | * Similarities and differences in attitudes and influence between Presidents. * Impact of Republican and Democrat principles on the actions of Congress, state governments and the Supreme Court in relation to civil rights. * ‘Americanisation’ and policies towards Native Americans. * Federal and state governments, the Deep South and the nature of discrimination towards African Americans. * Extent to which government action helped or hindered the struggle for civil rights. |
| 3 | The impact of Westward Expansion on civil rights: Native American Indians, women, workers and African Americans.  Nature and extent of north-south and east-west divides as they relate to civil rights. | * Manifest destiny and the appeal of the myth of the West. * The nature and impact of the Homestead Act: migration, self-sufficiency, ranches and the nation’s ‘bread basket’, poverty, hardship, destruction of Native American culture. * Transcontinental railroads. * Concepts of the frontier and nature of settlements. * The Plains War, reservations policy and the plight of the Native American tribes across America. * Sectional and East-West differences in attitudes towards racial or ethnic groups and the role of women in society. * The experiences of agricultural workers across America (labour rights, wages, hours, health and safety, land ownership and tenancy). * The role of entrepreneurs, corporations, businesses and state politicians in shaping life in the West and frontier territories. |
| **The New Deal and civil rights** | 2 | Situation of women, African Americans, Native American Indians and workers and trade unions by 1932.  Roosevelt and the New Deal – motives as regards minority groups. | * The impact of the Great Depression on living and working conditions, unemployment, poverty and health. * Roosevelt’s developing aims and motives for the New Deal in relation to minority groups. * Nature and extent of powers and constraints upon FDR in tackling issues of civil liberties. | * Badger, Anthony J. *The New Deal: The Depression Years, 1933–1940* (2002) * Clements, P. *Prosperity, Depression and the New Deal* (1997) Hodder and Stoughton, London * De Pennington, J. *Modern America: The USA 1865 to the Present* (2005) SHP Hodder, London * Hoftsader, R. *The Age of Reform* (1955) * Jones, M. *The Limits of Liberty: American History 1607-1980* (1983) Oxford * Kennedy, David M. *Freedom From Fear: The American People in Depression and War, 1929–1945*. (1999) Oxford University Press, New York * Leuchtenburg, William E. *Franklin D. Roosevelt and the New Deal, 1932–1940*. (1963). * Murphy, D. (ed.) *United States 1776-1992* (2001) Harper Collins, London * Powell, J. *FDR’s Folly: How Roosevelt and his New Deal prolonged the Great Depression* (2003) Crown Publishing Group, New York * Rauchway, E. *The Great Depression and the New Deal: A Very Short Introduction* (2008) Oxford University Press, New York * Spiller, J. (ed.) *The United States 1763-2001* (2005) Routledge, Abingdon * Zinn, H. *A People’s History of the USA 1492-present* (1995) New York |
| 2 | How far the New Deal improved economic status and civil rights for women, African Americans, Native American Indians and workers and trade unions. | * The nature and extent of developments in the First and Second New Deals in terms of the improvement of economic status and civil rights. * Strengths and weaknesses of the New Deal in terms of whether it: * ended the Depression * extended or constrained freedom |
| 2 | Nature, extent and effectiveness of opposition to relevant parts of the New Deal especially the Second New Deal and workers’ rights. | * Reasons for opposition to New Deal initiatives and reforms which dealt with Civil Rights: * political beliefs and opposition to FDR’s methods (accusations of fascism, dictatorial) * economic theories and principles * southern political mentality and continued segregation * Republican sentiments * Types of opposition: * Republican and Democrat * workers * American Liberty League * Supreme Court * Huey Long and Share Our Wealth * Francis Townsend * FDR’s reactions to opposition and the extent to which this led to progress or limitations with civil rights issues. |
| **Malcolm X and Black Power** | 2 | Malcolm X as a civil rights leader: aims and motivations, methods, extent of success, and nature and extent of change in these over time. | * Nature and impact of his leadership in terms of his aims, motivations, methods, success, changing priorities and legacy to the Black Power movement**.** | * *Autobiography of Malcolm X* (2001 ed.; intro by Gilroy, P.) Penguin Classics, London * Ball, J. & Burroughs, T.S. *A Lie of Reinvention: Exposing Manning Marable’s Malcolm* *X* (2012) Black Classic Press, Baltimore * De Pennington, J. *Modern America: The USA 1865 to the Present* (2005) SHP Hodder, London * Field, R. *Civil Rights in America 1865-1980* (2002) Cambridge University Press, Cambridge * Jones, M. *The Limits of Liberty: American History 1607-1980* (1983) Oxford * Marable, M*. Malcolm X: A Life of Reinvention* (2012) Penguin, London * Myers, W.D. *Malcolm X: By Any Means Necessary* (1993) Scholastic, New York * Perry, B. *Malcolm X* (1991) Station Hill * Tuck, S. *The Night Malcolm X Spoke at the Oxford Union: A Transatlantic Story of Anti-Racist Protest* (2014) University of California Press, Oakland * White, J. *Black Leadership in America: From Booker T. Washington to Jess Jackson* (1990) Longman, Harlow |
| 2 | Reasons for the rise of Black Power.  Development of the Black Power movement and impact on other civil rights groups and approaches, such as Non-Violent Direct Action.  Relationship of Black Power with other civil rights causes, including women and workers. | * Nature, process and pace of development of Black Power. * Methods, appeal and publicity of their campaign for civil rights: * militant and peaceful methods * extent of active or passive support * international and national media attention * nature of journalistic reporting * eulogies and memory * general need for economic justice * Contributions of key individuals and activists such as Stokely Carmichael, James Meredith. * Positive and negative relations with other civil rights groups or leaders such as Non-Violent Direct Action, Black Panthers, NAACP, Martin Luther King, SCLC, MFDP, CORE, Bobby Seale, Fred Shuttlesworth. * Impact on other civil rights groups’ methods of campaign or success by the 1960s (militancy, radicalism, use of media, hostile reaction, public support, culture, confidence, legal reform, use of slogans). * Significance of events such as the ‘March against Fear’. * Nature and extent of the tension or division over campaign methods and principles, such as the issues of black pride, nationalism, religious belief and separatism. |
| 2 | Extent of success of the Black Power movement and its impact on civil rights for African Americans. | * Short- and long-term success, turning-points and the comparative contributions of key individuals. * Role of the media and public impressions. * Impact on the attitudes and expectations of African Americans. * Government reactions and reasons for these (support, reform, limitations). * Impact on Supreme Court cases. * Significance of the Civil Rights Act 1964 and the Voting Rights Act 1965. * Extent to which Malcolm X and/or Black Power helped or hindered the campaign for Civil Rights. * Whether the role of Malcolm X is exaggerated in comparison to that of other activists/campaigners and why. |

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