# Information Technology

## Unit 2 – Global information

# Scheme of Work

# (90 GLH)

## Introduction

This outline scheme of work (SOW) is to offer a perspective of how to deliver the Cambridge Technicals in Information Technology. There are many alternatives methods and structures that could be used and therefore it is important to explore different methods of delivering the specification, considering different approaches depending on staffing and expertise within your centre and the resources you have available.

Consideration of how the **theoretical content** of the specification can be covered is best delivered in different ways, through:

* A variety of different teacher resources
* Stimulate discussions
* Group work
* Learner activities
* Variety of questions relating to all the different IT topics

Aiming for quality communication and professional standards of work will help to establish the connections between this qualification and real-world practice.

# Overview of Allocation of GLH Per Topic

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| **Learning Objective** | **Topic** | **GLH** |
| LO1 | Holders of information | 3 |
| LO1 | Types of information storage media | 3 |
| LO1 | Types of information access storage | 3 |
| LO1 | The Internet | 1 |
| LO1 | Types of WWW Technology | 2 |
| LO1 | WWW information formats | 3 |
| LO1 | Accessibility of WWW | 2 |
| LO1 | WWW Advantages and Disadvantages | 2 |
| LO1 | Comparisons of technologies | 3 |
| LO2 | Information Styles and their uses | 4 |
| LO2 | Information Classifications | 2 |
| LO2 | Quality of Information | 3 |
| LO2 | Information Management | 2 |
| LO3 | Data v Information | 1 |
| LO3 | Categories of information used by individuals | 3 |
| LO3 | Categories of information used by organisations | 4 |
| LO3 | Stages of data analysis | 2 |
| LO3 | Data analysis tools | 5 |
| LO3 | Information System Structure | 3 |
| LO4 | UK Legislation and Regulations to the storage and use of information | 4 |
| LO4 | Consolidation of Legislation and Regulations within the UK | 2 |
| LO4 | Accessibility Legislation | 2 |
| LO4 | Global Information and Protection | 2 |
| LO4 | Green IT | 2 |
| LO5 | Information Sources and data types | 2 |
| LO5 | Data Flow Diagrams | 3 |
| LO5 | Impacts affecting the flow of information within information systems | 3 |
| LO6 | Principles of information security | 1 |
| LO6 | Risks of information security | 2 |
| LO6 | Impacts of information security | 2 |
| LO6 | Protection measures and policies | 3 |
| LO6 | Physical protection measures | 2 |
| LO6 | Logical protection measures | 2 |
| LO6 | Consolidation | 1 |
| Exam Prep | Read the Exam Scenario | 2 |
| Exam Prep | Link Theory to Exam Scenario | 4 |

# Scheme of Work in Detail

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| **Lesson (1hr)** | **Learning Outcomes and Objectives** | **Unit content to be covered, activities, links to useful resources** |
| **Information Technology Unit 2: Global Information** | | |
| 1 - 3 | **LO1**  **Holders of information**   * Learners should know about different holders of information, their category and locations. * This should lead to an understanding of the access issues to information across the global divide. | * Categories of holders (individual citizens, businesses, educational institutions, governments, charities, healthcare services and community organisations) * location (e.g. developing country, developed country, urban, rural, home, workplace) * comparison of technologies available and access issues across the global divide (e.g. between developed and developing countries)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 8] |
| 4 - 6 | **LO1**  **Types of information storage media**   * Learners should know about different types of information storage media and devices and their characteristics. * This should lead to an understanding of the use and advantages/disadvantages of both media and devices in a given context. | * Paper (e.g. forms, handwritten notes, maps, telephone directories) * optical media (e.g. CD and DVD) * Magnetic media (e.g. magnetic hard drives and tapes) * Solid state media (e.g. SSD hard drives, memory cards) * characteristics * purpose * advantages and disadvantages   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 8] |

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| 7 – 9 | **LO1**  **Types of information access storage**   * Learners should know about different types of access storage. * This should lead to learners being able to explain why, a recommended storage device is suitable or not. | * Handheld device (e.g. small tablet, smart phone, wearable device, eBook readers) * portable devices (e.g. laptop, large tablet) * fixed devices (e.g. desktop computer, smart TV, games consoles) * shared devices (e.g. database server, data centre, cloud storage devices) * Characteristics * purpose * advantages and disadvantages   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 9] |
| 10 | **LO1**  **The Internet**   * Learners should know about what the internet is and the characteristics of internet connections. | * A network of interconnected networks, spanning the world * internet connections   + type (e.g. copper-cable, optical-fibre, satellite, microwave, mobile data networks)   + characteristics (e.g. speed, range (distance), storage capacity)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 9] |
| 11 - 12 | **LO1**  **Types of WWW Technology**   * Learners should know about the different types of www network technologies and their characteristics. * This should lead to an understanding of the purpose of the different technologies in a variety of contexts. | * Types of networks that use www software:   + internet (e.g. public, open access)   + intranet (e.g. private, closed access)   + extranet (e.g. private, part shared access) * comparison of networks (e.g. suitability for given uses, issues related to access to the network) * characteristics of networks * purpose of networks   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 9] |
| 13 – 15 | **LO1**  **WWW information formats**   * Learners should know about different information formats used on the World Wide Web. * This should lead to an understanding of the purpose of each format as well as a justification of the accessibility of each format to meet the needs of different holders of information. * This should also lead to an understanding of the advantages and disadvantages of the World Wide Web to different holders of information. | * Webpages (static and dynamic) * blogs * podcasts * streamed audio and video (e.g. internet radio, catch-up TV) * social media channels (e.g. Twitter, LinkedIn, discussion boards) * document stores (upload and download) • * RSS feeds:   + purpose   + accessibility   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 10] |
| 16 – 17 | **LO1**  **Accessibility of WWW**   * Learners should know about different WWW accessibility features and applications. * This should lead to learners being able to discuss how specific elements of the WWW could be made accessible. | * RNIB: <https://www.youtube.com/watch?v=w_EPBr_EJ9M> * Learners could develop their knowledge and understanding of the case for web accessibility by reading the W3C Web Design and Applications: Accessibility web page: [http://www.w3.org/ standards/webdesign/accessibility.html](http://www.w3.org/%20standards/webdesign/accessibility.html) * Learners could further develop their understanding of how each www information format could be made accessible to people with a wide range of disabilities, by carrying out individual rese   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 10] |
| 18 – 19 | **LO1**  **WWW Advantages and Disadvantages**   * Learners should develop their knowledge and understanding of WWW information formats. * This should lead to an understanding of advantages and disadvantages of each. | Advantages:   * for individuals (e.g. speed of personal communication, easy access to large amounts of information for research, access to internet banking 24/7) * for organisations (e.g. share large amounts of information quickly between different countries; charity websites accepting donations 24/7)   Disadvantages:   * for individuals (e.g. potential for identity theft, cost of data connection) * for organisations (e.g. threats caused by malicious attacks, cost of maintaining websites and data stores)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 11] |
| 20 – 22 | **LO1**  **Comparisons of technologies**   * Learners should be able to select the most suitable media and devices for a scenario. | * Global divide resource: West, D.M. (2015) ‘Digital divide: Improving Internet access in the developing world through affordable services and diverse content’. Brookings Institution, USA. <http://www.brookings.edu/~/media/research/files/papers/2015/02/13-digital-divide-developingworld-west/west_internet-access.pdf>   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 11] |
| 23 -26 | **LO2**  **Information Styles and their uses**   * Learners should know about different information styles. * This should lead to an understanding that different styles of information are used for different purposes. | * Text (different character sets, e.g. Western, Cyrillic, Arabic, etc.) * graphic (e.g. logo, photograph, diagram) * video (e.g. instructions on how to carry out a software update, live broadcast of a music festival) * animated graphic (e.g. pop-up book character, operation of the human heart) * audio (e.g. spoken instructions, music track) * numerical (e.g. profit, date and time) * Braille text (e.g. written report printed on a Braille printer) * tactile images (e.g. NASA's Hubble Space Telescope images converted into tactile images for people who cannot explore the images by sight) * subtitles (e.g. translated speech for a film in a foreign language) * Boolean (e.g. yes or no answer on a form) * tables and spreadsheets (e.g. simple database tables and spreadsheets) * charts and graphs (e.g. identifying trends, making comparisons)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 12] |
| 27 – 28 | **LO2**  **Information Classifications**   * Learners should know about different classifications of information. * This should lead to an understanding of the impact on holders of information of different types of information. | * Sensitive * non-sensitive * private * public * personal * business * confidential * classified * partially anonymised * completely anonymised * impacts on different stakeholders   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 13] |
| 29 – 31 | **LO2**  **Quality of Information**   * Learners should know about the characteristics of information. * This should lead to an understanding of why it is important holders of information have access to good quality information and the impacts when information quality is poor. | * Characteristics (e.g. valid, bias, reliable, comparable) * importance of good quality information to stakeholders (e.g. innovation, agility, improved strategic decision making and focus) * consequences of poor-quality information on stakeholders (e.g. misinformation, reputational damage)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 14] |
| 32 -33 | **LO2**  **Information Management**   * Learners should know about the steps involved in the management of information. * This should lead to an understanding of how the management of information impacts on holders of information in different ways. | * Collecting, storing and retrieving (e.g. adding a new member to a cycling club membership database) * manipulating and processing (e.g. producing a graph from a table of data) * analysing (e.g. looking for patterns in annual rainfall in an area) * securing (e.g. storing patient records on an encrypted hard drive) * transmitting (e.g. posting a printed school report to a parent) * impact on individuals and organisations (e.g. additional costs associated with keeping sensitive information secure)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 15] |
| 34 | **LO3**  **Data v Information**   * Learners need to know the difference between data and information. | * Data-raw, unorganised facts that needs to be processed information-data which is processed, organised and structured into a meaningful context.   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 16] |
| 35 – 37 | **LO3**  **Categories of information used by individuals**   * Learners need to know about categories of information and how they can be used by different holders of information. * This should lead to an understanding of the benefits and limitations of the use of different categories of information by holders of information. | * Communication (e.g. to send an email to a relation living overseas) * education and training (e.g. by a student to check their current grades on a hand written feedback sheet from their teacher) * entertainment (e.g. to read a film review in a magazine) * planning (e.g. to use a shared electronic diary to arrange meeting dates) * financial (e.g. to use a bank statement to help plan saving for a holiday) * research (e.g. to look up a recipe online) * location dependent (e.g. to search for emergency dental care when on holiday) * benefits and limitations   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 16] |

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| 38 – 41 | **LO3**  **Categories of information used by organisations**   * Learners should know different categories of information. * This should lead to learners being able to describe the ways different information holders use that information. | * Knowledge management and creation (e.g. to create an accurate model of key markets) * management information systems (MIS) (e.g. to monitor staff training in a hospital; the location and contact details of each charity worker in a disaster area; personnel record of all staff) * marketing, promotion and sales (e.g. to identify patterns or trends in sales figures) * financial analysis and modelling (e.g. to determine the top selling products; cash flow each week over a year) * contact management (e.g. to keep track of appointments at a doctor’s surgery) * decision making (e.g. to decide the number of tents to be sent to a disaster area by a charity; the percentage of faulty items made each month by a manufacturer) * internal and external communication (e.g. to inform all staff of office closures over the Christmas period) * big data, i.e.: o any data that is either too large or too complex for traditional data analysis techniques to be used, e.g. the annual web clicks of a major online retailer, health data on the population of an entire country * benefits and limitations   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 17] |

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| 42 – 43 | **LO3**  **Stages of data analysis**   * Learners should know about the different stages of data analysis. | * Identify the need (e.g. what information is needed? what do we want to find out?) * define scope (e.g. content, detail, timescales, constraints) * identify potential sources (e.g. sales figures, customer surveys) * source and select information (e.g. determine accuracy and reliability of sources, selecting the best) * select the most appropriate tools (e.g. charts, graphs, regression, trend analysis) * process and analyse data (e.g. set up a spreadsheet to produce a graph) * record and store information (e.g. write a report based on the results of the processing) * share results (e.g. send the report to stakeholders)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 17] |
| 44 – 48 | **LO3**  **Data analysis tools**   * Learners should know about different analysis tools. * This should lead to an understanding of the use and justification of different data analysis tools in a given context. | * Data tables (e.g. a database table of patients) * visualisation of data (e.g. a pie chart showing sales of five leading trainers) * trend and pattern identification (e.g. a line graph of last year’s sales per month) * data cleaning (e.g. removing customers who have not made a purchase in the last two years) * geographic information system/location mapping (e.g. tracking the movement of shipping containers around the world)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 18] |
| 49 – 51 | **LO3**  **Information System Structure**   * Learners should know about the structure of information systems and their characteristics. * This should lead to an understanding of the benefits and limitations of each system structure. | * Open systems * closed systems * characteristics * benefits and limitations   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 19] |

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| 52 – 54 | **LO4**  **UK Legislation and Regulations to the storage and use of information**   * Learners should know about the different legislation and regulation that relates to the storage and use of information. * This should lead to an understanding of the impact and consequences of legislation and regulation on holders of information. * This should also lead to an understanding of the actions holders of information can take to comply with legal and regulatory requirements. * It is important that learners are aware of the most recent legislation when studying this unit. | * Current UK legislation and regulation:   + Data Protection Act (DPA) 1998   + Regulation of Investigatory Powers Act (RIPA) 2000   + Protection of Freedoms Act 2012   + Privacy and Electronic Communications Regulations 2003 (amended 2011)   + Freedom of Information Act 2000   + Computer Misuse Act 1990   + Information Commissioner’s Office (ICO) codes of practice   + Copyright, Designs and Patents Act 1988   + Equality Act (EQA) 2011 * impact and consequences of UK legislation and regulation on organisations operating in the UK and the way they handle information and individuals’ personal data * actions that can be taken by organisations to comply with legislation and regulatory requirements   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 20] |
| 55 – 56 | **LO4**  **Consolidation of Legislation and Regulations within the UK**   * Learners should be able to develop their understanding by producing a legal guide for a new member of staff within an organisation. * This should lead to an understanding of consequences of non-compliance. | * The guide should include the following:   + Data Protection Act (DPA) 1998   + Regulation of Investigatory Powers Act (RIPA) 2000   + Protection of Freedoms Act 2012   + Privacy and Electronic Communications Regulations 2003 (amended 2011)   + Freedom of Information Act 2000   + Computer Misuse Act 1990   + Information Commissioner’s Office (ICO) codes of practice   + Copyright, Designs and Patents Act 1988   + Equality Act (EQA) 2011   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 21] |

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| 57 – 58 | **LO4**  **Accessibility Legislation**   * Learners should develop their understanding of the actions that holders of information need to comply within the accessibility legislation. | * Learners could develop their understanding of the actions that holders of information can take to comply with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Learners, in pairs, could achieve this by researching to find evidence to support this statement: “Under the UNCRPD, access to information, communications and services, including the internet, is a human right.” * World Federation of the Deaf – UN Convention on the Rights of Persons with Disabilities:   + <http://wfdeaf.org/human-rights/crpd/article-9-accessibility>   + <http://wfdeaf.org/human-rights/crpd/article-21-freedom-of-expression-and-opinion-and-access-toinformation>   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 21] |
| 59 – 60 | **LO4**  **Global Information and Protection**   * Leaners should have an understanding of how other countries outside the UK, apply legislation and regulation relating to information security and data protection. | * Regulation relating to data protection outside the UK (e.g. USA, France, Far East and Africa) * comparison between data protection legislation and regulation in different countries (e.g. similar legislation in many countries, but not all) * UN Convention on the Rights of Persons with Disabilities (UNCRPD):   + (e.g. the UNCRPD specifically recognises (under articles 9 and 21) that access to information, communications and service including the internet, is a human right) * DLA Piper – Data protection laws of the world: <http://dlapiperdataprotection.com/#handbook/worldmap-section>   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 22] |
| 61 – 62 | **LO4**  **Green IT**   * Learners should know about the global requirements for Green IT. * This should lead to an understanding of the rationale for Green IT and the global benefits. | * Global requirements on organisations and individuals * United Nations Climate Change Summits * UK Government policy (e.g. Greening Government ICT Strategy (2011)) * reducing carbon footprint * purpose (e.g. sustainability) * benefits (e.g. enhanced brand image, reduced energy costs)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 22] |

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| 63 – 64 | **LO5 Information Sources and data types**   * Learners should know about different information sources and data types. * This should lead to an understanding of the use and justification of information sources and data types within a given context. | * Internal source (e.g. internal financial reports, market analysis) * external source (e.g. supplier price lists, financial report from a third party) * primary data (e.g. reports direct from employees, foot measurements taken in a shoe shop) * secondary data (e.g. survey results received from a market research organisation, interest rate charged on a loan from a bank) * qualitative data (e.g. the colour of products, the names of employees) * quantitative data (e.g. expiry date of medicines, the number of staff working in an organisation) * Purpose   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 23] |
| 65 – 67 | **LO5**  **Data Flow Diagrams**   * Learners should know about Level 0 and 1 DFDs. * This should lead to an understanding of the components of a DFD and how they are used to show the flow of information. * This should also lead to learners having an understanding of the impacts affecting the flow of information in information systems. * Learners will not be expected to draw DFDs for this unit. | * External entities * processes * data stores * data flows * standard symbols used * connectivity rules for drawing Level 1 DFDs   + at least one input or output for each external entity   + data flows only in one direction   + every data flow is labelled   + every data flow connects to at least one process   + at least one input data flow and/or at least one output data flow for each process * impacts affecting the flow of information in information systems   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 24] |
| 68 - 70 | **LO5**  **Impacts affecting the flow of information within information systems**   * Learners should develop and understanding of the use and justification of different information sources and data types. | * Learners could analyse the flows, identifying the information sources and data types involved and making a judgement on each one used. * Learners could extend this to include a few suggested alternative information sources and data types, together with a justification of these. * Finally learners could combine the understanding gained in this Learning Outcome with that from other LOs. * Learners could develop their overall knowledge and understanding of information systems by writing a short report on the impacts affecting the flow of information in information systems, to include reference to the following:   + Information sources   + Data types   + Data flow diagrams   + Information quality (LO2)   + Legislation and regulation (LO4)   + Information classification (LO2).   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 25] |
| 71 | **LO6**  **Principles of information security**   * Learners should know about the aims of information security for holders of information. | * Confidentiality – information can only be accessed by individuals, groups or processes authorised to do so * integrity – information is maintained, so that it is up to date, accurate, complete and fit for purpose * availability – information is always available to and usable by the individuals, groups or processes that need to use it   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 26] |
| 72 – 73 | **LO6**  **Risks of information security**   * This should lead to an understanding of the risks of breaches in information security on holders of information. | * Unauthorised or unintended access to data (e.g. espionage, poor information security policy) * accidental loss of data (e.g. human error, equipment failure) * intentional destruction of data (e.g. computer virus, targeted malicious attack) * intentional tampering with data (e.g. fraudulent activity, hacking)   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 26-27] |
| 74 – 75 | **LO6**  **Impacts of information security**   * This should lead to an understanding of the impact of breaches in information security on holders of information. | * Loss of intellectual property * loss of service and access * failure in security of confidential information * loss of information belonging to a third party * loss of reputation * threat to national security * recent cases of failures of information security   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 26-27] |
| 76 – 78 | **LO6**  **Protection measure and policies**   * Learners should know about the different protection measures to mitigate breaches in information security. * This should lead to an understanding and justification of different measures that can be used in a given context. | * Policies, e.g.:   + staff access rights to information   + responsibilities of staff for security of information   + disaster recovery   + information security risk assessment   + effectiveness of protection measures   + training of staff to handle information   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 28] |
| 79 – 80 | **LO6**  **Physical protection measures**   * Learners should know physical protection measures. * This should lead to learners being able to suggest appropriate physical protection measure so given scenarios. | * Locks, keypads and biometrics used on: * workstations * server room access * placing computers above known flood levels * backup systems in other locations * security staff * shredding old paper-based records   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 28] |
| 81 – 82 | **LO6**  **Logical protection measures**   * Learners should know logical protection measures. * This should lead to learners being able to suggest appropriate logical protection measure so given scenarios. | * Tiered levels of access to data * firewalls (hardware and software) * anti-malware applications * obfuscation * encryption of data at rest * encryption of data in transit * password protection   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 29] |

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| 83 | **LO6**  **Consolidation**   * Learners should be able to select appropriate protection measure for a given scenario. | * To further develop learners’ understanding of protection measures, tutors could ask learners to identify and describe the protection measures suitable for a given situation within an organisation or for a given individual; this should include protection measures of all three types. * Tutors could provide a range of scenarios, with learners selecting the most appropriate measures in each case; learners could also explain their reasons for each selection.   **Tasks & Resources**  <https://ocr.org.uk/Images/285835-global-information.pdf> [Page 29] |
| 84 - 85 | **Exam Read Exam Scenario**   * Learners should be able to read and understand the exam scenario. * This should lead to learners understanding the structure of the exam and what is required by the learners. | * Tutors should hand out the scenario for learners to read, which is available to download on interchange. |
| 86 - 90 | **Exam Link Theory to Scenario**   * Learners should be able to apply knowledge learnt through unit 2 to create revision resources that link to the scenario. | * Mind maps * Cheat sheets * Consolidation of notes * Flash cards * Pictograms * Creation of exam questions and answers |

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