# J807, J817, J827

# R081 Pre-production skills

# One-year scheme of work

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## Introduction

This scheme of work (which is specifically for use with the ‘Making the grade – examined’ event), offers an example of how the Cambridge Nationals in Creative iMedia course could be organised over one-year but is in no way prescriptive or definitive. It is designed as a guide only and the order of topics can be changed to suit the centre and teacher preferences. Please always refer to the [specification](https://www.ocr.org.uk/Images/115888-specification.pdf) as your main point of reference.

Resources listed are examples of resources that might be used to stimulate discussions, activities and questions related to the relevant Information Technologies topics. They are not intended as an exhaustive list.

## R081 Pre-production skills – 30 GLH

Learning Outcome 1: Understand the purpose and content of pre-production

Learning Outcome 2: Be able to plan pre-production

Learning Outcome 3: Be able to produce pre-production documents

Learning Outcome 4: Be able to review pre-production documents

## Scheme of work

| **Lesson No** | **Specification content** | **Aims and objectives of the lesson** | **Lesson content** | **Activities, links to useful resources** |
| --- | --- | --- | --- | --- |
| 1 | Introduction to exam | Know the structure and content of exam  Understand the need for context-based responses | Suggest-Fest starter – Name of exam is Pre-production skills, class suggestions on what this might mean and what they think the exam may cover  Discuss importance of a brief in real world context. Explain that the exam will contain a pared down version of a brief and that students should use that brief in their responses.  Give out past paper and find the clues to the brief throughout the paper – highlight wherever the brief is mentioned. | Provide examples of briefs (real or made up) on the board, on tables or in pairs to discuss how responses might be tailored to meet each brief.  Examples of real design briefs:  [Design brief 1](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiq4dbB2dXsAhX2ZxUIHf2HDIkQFjAZegQIGhAC&url=http%3A%2F%2Fwww.sourceleicestershire.co.uk%2Fdownload-document%2F1594&usg=AOvVaw1MR_8NdvKsJVn_tX96wmnE)  [Design Brief 2](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjBg4Gv3NXsAhVju3EKHfZaDT84ChAWMAh6BAgNEAI&url=https%3A%2F%2Fmuseuminsider.co.uk%2Fwp-content%2Fuploads%2F2013%2F03%2FSEIP-Artwork-ITT-28.2.13.doc&usg=AOvVaw2rSVRR-bEg29k6bqHcm7Zn)  [Design Brief 3](https://f4d.c07.myftpupload.com/wp-content/uploads/2019/11/ANIMA_Website-Specifications_Call-for-tender_19112019_final.pdf)  If done individually, all students will have a highlighted paper to attempt as a baseline, or for the relevant questions to be attempted for homework. Past papers available [here](https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/). |
| 2 | 1.1 Purpose and uses of mood boards | Describe the purpose of a mood board  Explain the different uses of a mood board | Full colour mood boards needed. Show examples and discuss what the mood boards might be showing. Students to describe what the purpose is and who it is for.  Class definition of a mood board created.  Students to find examples online and discuss benefits of using mood boards with examples.  Students to look at a selection of different briefs and explain the different uses of mood boards for each one. | Info on purpose of a mood board: <https://www.522productions.com/the-purpose-of-mood-boards/>  What is a mood board: <https://www.youtube.com/watch?v=1G2c9pMAZDY>  Mood board for film production: <https://www.premiumbeat.com/blog/how-to-create-mood-board-for-film/>  From mood board to final logo: <https://www.youtube.com/watch?v=dlqMG7Ye1GI> |
| 3 | 1.1 Purpose and uses of Mind maps spider diagrams | Describe the purpose of a mind map  Explain the different uses of a mind map | Show a mind map that has been pre-created on mind-mapping software (such as mindmeister or mindmup) and discuss what the purpose is. Students to create a definition of a mind map and explain the purpose of one.  Students to look at a selection of different briefs and explain the different uses of mind maps for each one.  Students could create their own mind map on the software. | <https://www.mindmup.com>  <https://www.mindmeister.com> |
| 4 | 1.2 Content of mind maps and mood boards  2.1 creation of mind maps and mood boards | Identify the content of mood boards  Identify the content of mind maps  Use content to create a mood board  Use content to create a mind map | Starter: Brief on board – students to decide what mood boards and mind maps could be created in response to the brief, and the kind of content they might need.  Students to create a digital mood board and hand drawn mind map for the scenario or brief they have been given, working in a specific time frame to get both documents completed.  Homework: Explain the thought process behind the chosen mood board and mind map content and the creative choices made. | Creative game for mood boarding: <https://gamestorming.com/mood-board/>  OCR Mood board lesson element: <https://ocr.org.uk/Images/138941-unit-r081-creating-a-mood-board-lesson-element-teacher-instructions.pdf> |
| 5 | 1.1 Purpose and uses of storyboards | Describe the purpose of a storyboard  Explain the different uses of a storyboard | Use images of storyboards and the films they relate to in order to elicit a definition of a storyboard and explanation of purpose from students. There are many examples on google.  Use the OCR guide to storyboards to explain and break down storyboarding. | Storyboard definition and example, and film trailers/animations that have been made from them:  <https://boords.com/storyboard-examples>  storyboarding OCR doc: https://www.ocr.org.uk/Images/168849-the-ocr-guide-to-storyboards.pdf |
| 6 | 1.1 Content of storyboards   * number of scenes * scene content * timings * camera shots (e.g. close up, mid, long) * camera angles (e.g. over the shoulder, low angle, aerial) * camera movement (e.g. pan, tilt, zoom or using a track and dolly) * lighting (e.g. types, direction) * sound (e.g. dialogue, sound effects, ambient sound, music) * locations (e.g. indoor studio or other room, outdoor) * camera type i.e. * still camera * video camera * virtual camera (e.g. for animations, 3D modelling or computer games)   3.1 creation of storyboards | Identify the content of storyboards  Use content to create a storyboard | Use the blank storyboard from the OCR website and any short film. Students use the blank storyboards to storyboard 10 seconds of the short film (or trailer) ensuring that they gain information on all of the following bullet points:   * number of scenes * scene content * timings * camera shots (e.g. close up, mid, long) * camera angles (e.g. over the shoulder, low angle, aerial) * camera movement (e.g. pan, tilt, zoom or using a track and dolly) * lighting (e.g. types, direction) * sound (e.g. dialogue, sound effects, ambient sound, music) * locations (e.g. indoor studio or other room, outdoor) * camera type i.e. * still camera * video camera * virtual camera (e.g. for animations, 3D modelling or computer games)   Complete the OCR lesson element on storyboarding. | Storyboarding lesson element: <https://www.ocr.org.uk/Images/137687-unit-r081-shot-types-used-in-storyboarding-lesson-element-teacher-instructions.pdf>  Completing an animation – discusses storyboarding and visualisation diagrams: <https://www.studiopigeon.com/blog/how-long-does-it-take-to-produce-an-animation/> |
| 7 | 1.1 Purpose and uses of visualisation  1.2 Content of visualisation | Describe the purpose of a visualisation diagrams  Explain the different uses of a visualisation diagram  Identify the content of visualisation diagrams | Starter – complete a short quiz on what a visualisation diagram might be.  Use examples of different types of visualisation diagrams (concept art for characters/locations etc for R091, webpages for R085 or R087 etc) to help a discussion on purpose and uses.  Give students a final product (magazine front covers work well) and get them to do a hand drawn design of the visualisation from it, working backwards from final product. They can then annotate with the content they have included. | <https://quizizz.com/admin/quiz/5dbecb87fe02f2001cfe26b0/visualisation-diagram>  Great website examples: <https://speckyboy.com/web-mobile-wireframe-sketch-examples/>  More great website examples: <https://tympanus.net/codrops/2013/01/29/planning-your-web-design-with-sketches/>  Great video on Star Wars Episode 2: Visualisations, storyboarding, scripts and more: <https://www.youtube.com/watch?v=AaaC_YKyYjc&feature=emb_title>  Concept art for games and interactive products: <http://canvas.pantone.com/gallery/33715096/concept-art-sketches-for-games-and-interactives> |
| 8 | 3.1 creation of visualisations | Use content to create visualisation diagrams | Either use the OCR lesson element on visualisation diagrams, or use a brief on the board that students have to create a visualisation diagram for. They can trace images, print out and paste on images, print out fonts and hand draw and colour different elements.  Extension: Make the product on design software, or a digital visualisation of it. | <https://beta.ocr.org.uk/Images/137691-unit-r081-visualisation-diagram-activity-lesson-element-teacher-instructions.pdf> |
| 9 | 3.2 Purpose and uses of scripts  3.3 Analyse a script   * set or location for the scene * direction (e.g. what happens in the scene, interaction) * shot type * camera movement * sounds (e.g. for actions or events) * characters * dialogue (e.g. intonation, loudness, emotion) * formatting and layout. | Describe the purpose of a script  Explain the different uses of a script  Analyse a script | Show a trailer or short film with the sound off. Students to discuss what they can tell from the film without hearing the sound. Listen and watch the film again, with the accompanying script on paper – students to discuss how much more sound and dialogue added to the trailer or short film.  Class definition of a script and the purpose of a script.  Suggest-Fest on uses of a script – media products.  Focus in on some scripts to analyse:  Advertising scripts are a really useful example to use and you can focus in on the purpose and uses. To develop analysis to look at the following elements, use a TV programme script (children’s programmes are often good – see BBC):   * set or location for the scene * direction (e.g. what happens in the scene, interaction) * shot type * camera movement * sounds (e.g. for actions or events) * characters * dialogue (e.g. intonation, loudness, emotion) formatting and layout. | Advertising scripts and corresponding radio ads: <https://www.campaignlive.co.uk/article/top-10-radio-ads-2016/1418495>  Scripts for many BBC programmes:  <https://www.bbc.co.uk/writersroom/scripts> |
| 10 | 2.1 Interpret client requirements | Break down the client requirements from a brief | Use a brief (real or created) and break down all of the different requirements as a class. Students to have a copy to annotate and highlight as they run through it. Also, bullet point out all the requirements. Discuss which requirements are very clear, which ones the designer can be creative with and which ones cannot be changed or amended.  Give out second brief for them to break down again, individually and independently. |  |
| 11 | 2.1 Interpret client requirements | Interpret the requirements that have been broken down from a brief | Using the brief that was given out in lesson 10, discuss the next step – interpretation of requirements. Discuss ideas as a class to meet the requirements of the brief.  Show an episode of any programme that has a client brief being discussed (e.g. Apprentice, Great Interior Design Challenge, Comic Relief spoof) or any short video regarding ideas creation (YouTube).  Give out a new brief and give students two minutes to come up with creative ideas individually to meet the brief. They could use their mind-mapping skills to do this. Share ideas with another person and develop ideas together to form an interpretative document with paragraphs, bullet points that highlight the client requirements and the ideas they have come up with to meet those requirements. |  |
| 12 | 2.5 the importance of identifying the target audience and how they can be categorised, i.e.:   * gender * age * ethnicity * income * location * accessibility | Define target audience  Understand the importance of identifying target audience  Identify how audiences can be categorised | Class definition of target audience and discussion around what it means to have a primary and secondary target audience. Give clear examples of products that are aimed at specific target audiences so that students can begin to identify target audiences.  Follow this by discussing a product that seemingly does not have a specific target audience at first glance. It may seem like a mass target audience (U certificate Disney film, Britain’s Got Talent, Amazon website etc). Students to identify primary and secondary TA to understand that even those products with mass appeal have targeted audiences.  Work through the GCSE Bitesize section on target audience independently or as a class or cover the different categories of target audience with the students using examples. | GCSE Bitesize – target audience  <https://www.bbc.co.uk/bitesize/guides/zy24p39/revision/1> |
| 13 | 2.5 the importance of identifying the target audience and how they can be categorised, i.e.:   * gender * age * ethnicity * income * location * accessibility | Use knowledge on identification of target audience to explain the importance for different products and briefs | Students to find three different examples of media products to analyse for target audience. Target audience must be defined and explained in terms of primary and secondary audiences and categorisation, then evidence provided to back up chosen TA(s) for each product. |  |
| 14 | 2.2 identify timescales for production based on target audience and end user requirements | Identify timescales based on client brief and target audience requirements | Introduce the idea of project management – there are several videos on YouTube or teacher explanation.  Base a timescale on a big event coming up that your class will be experiencing. It could be Christmas, the exam period, a half term holiday or a school-based event such as a play or charity day. Work out as a class on a simple timeline using a whiteboard, pens and post it notes what might need to be done and when. Also identify who the client is and who the target audience is (e.g. Father Christmas, children, event deadline Christmas Day)  Provide students with a number of different short briefs and get them to identify the timescale in each one and to work out how many days or weeks it would give them to complete the projects. | Useful video introducing project management: <https://www.youtube.com/watch?v=Jk-JwtScIlw&feature=emb_title> |
| 15 | 2.3 how to conduct and analyse research for a creative digital media product, i.e.:   * using primary sources | Describe primary source research  Learn how to conduct research using primary sources | Intro information – poss BBC Bitesize.  Card sort starter – primary and secondary sources. Re-do at end to see if amount correct has improved.  Describe what primary source research is and define as a class.  Outline different primary sources, vox pops, focus groups, interviews, questionnaires, etc. Use examples from media (BBC Newsbeat vox pops, Apprentice focus groups, BARB questionnaires.  Discuss ways to conduct the research and analyse the data. | Audience research info: <https://www.bbc.co.uk/bitesize/guides/z3k9nbk/revision/2> |
| 16 | 2.3 how to conduct and analyse research for a creative digital media product, i.e.:   * using primary sources | Conduct research using primary sources  Learn how to analyse research from primary sources | Students to devise two types of primary source research to conduct over the week. For example. Vox pop and interview, questionnaire and focus group. Research topic, method and documentation to be devised and created in class along with a plan for analysis. |  |
| 17 | 2.3 how to conduct and analyse research for a creative digital media product, i.e.:   * using secondary sources | Describe secondary source research  Learn how to conduct research using secondary sources | In pairs, students to bullet point all the different types of secondary sources they could use in their research for a project (e.g. books, websites, blogs, films, magazines, textbooks).  Look at referencing as a class, for images and text and the importance of it. Model how to use secondary research sources in a research report in a real-world context.  Ideally, research skills should be taught here, involving searching, saving and storing appropriate secondary sources. | Explanation of referencing: <https://www.gcse.com/coursework_references.htm> |
| 18 | 2.4 produce a work plan and production schedule to include:   * tasks * activities * workflow * timescales * resources * milestones * contingencies.   2.4 how to conduct and analyse research for a creative digital media product, i.e.: using primary resources   * using primary sources | Understand the different elements of a work plan and production schedule  Analysis of results | Using the workplan video on the OCR website, students can watch, learn and interact independently and learn at their own pace. There are three worksheets that could be completed dependent on the time each student takes to watch the video (including the short activities within it)  Students to analyse the results of their primary research to present in a future lesson. | Workplans video: <https://www.youtube.com/watch?v=KhFEAId9Cl0&t>  Workplans worksheets: <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/planning-and-teaching/> |
| 19 | 2.4 produce a work plan and production schedule to include:   * tasks * activities * work flow * timescales * resources * milestones * contingencies. | Use the elements of a work plan to produce own work plan for a client brief | Check learning and understanding of work plan elements through a quiz, potentially created on Kahoot, MyQuiz or other quiz creation software.  Students to complete the OCR ‘Work Plans and Production Schedules Activity’ worksheet to research and then create work plans. | ***Workplan resource instructions for teachers:***  <https://ocr.org.uk/Images/138238-unit-r081-work-plans-and-schedules-lesson-element-teacher-instructions.pdf> |
| 20 | 2.6 the hardware, techniques and software used for:   * digitising paper-based documents | Define hardware, techniques and software  Know what hardware, techniques and software could be used for digitising paper-based documents | Introduce terms hardware, techniques and software and explain with a range of examples.  Students research into the hardware, techniques and software that might be needed to create media-based projects.  Next, they will need to narrow down the hardware, software and techniques that they think may be required at the research and planning stages, as opposed to the creation stage.  Students will need to select the appropriate hardware, techniques and software for digitising paper-based documents (e.g. scanner/scanning, camera/photography, scanning software, pdf creator etc) and explain how they could be used. |  |
| 21 | 2.5 the hardware, techniques and software used for:   * creating electronic pre-production documents   2.5 how to conduct and analyse research for a creative digital media product, i.e.: using primary resources | Know what hardware, techniques and software could be used for creating electronic pre-production documents  Present analysis of results | Students will need to select the appropriate hardware, techniques and software for creating electronic pre-production documents (e.g. computer, illustrator tablet, graphic design software, word processing skills  Students to present a short summary of their findings to the class from the analysis of their primary research |  |
| 22 | 2.7 the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices) | Identify the different health and safety considerations | Introduce health and safety, explain what it is and why it is important. Potentially use school’s own health and safety policy or ask the person responsible for health and safety in school to come and talk about it. Alternatively, showing a case study such as that of the health and safety advisor David Deane, from screenskills.com.  Explain risk assessments and safe working practices and ask students to complete a risk assessment for the lesson/classroom. | https://www.screenskills.com/insight/case-studies/health-and-safety-advisor-david-deane/ |
| 23 | 2.7 the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices) | Apply health and safety considerations to the creation of different digital media products | Explain the idea of a location recce and the documentation that is used.  Present students with a series of creative media industry scenarios, for them to identify possible health and safety issues, or take them to a space in school (or outside) and use a film based scenario to get them to produce a location recce and risk assessment for filming in that location. |  |
| 24 | 2.8 legislation regarding any assets to be sourced   * copyright * trademarks * intellectual property   2.9 how legislation applies to creative media production, i.e.   * use of copyrighted material and intellectual property. | Understand what copyright, trademarks and intellectual property legislation is | Introduce Copyright, trademarks and intellectual property using clear, short videos that provide a practical definition of copyright. Many available online, BBC have some.  Students should research online for real creative media industry-based examples of copyright infringements, trademark infringements and intellectual property disputes. | BBC copyright videos: <https://www.bbc.co.uk/copyrightaware/>  Copyright cases:  <https://realbusiness.co.uk/6-famous-copyright-cases/>  Stranger things copyright cases: <https://www.thewrap.com/netflix-stranger-things-copyright-infringement-lawsuit/>  <https://www.bbc.co.uk/news/business-53998711>  Trademark disputes:  <https://www.bbc.co.uk/news/topics/c6mk4k7vmv8t/trademark-disputes>  Harry and Meghan trademark: <https://www.theguardian.com/uk-news/2020/jan/12/harry-and-meghan-seek-global-trademark-sussex-royal-brand>  Intellectual property cases:  <https://www.mentalfloss.com/article/623263/landmark-intellectual-property-disputes> |
| 25 | 2.9 how legislation applies to creative media production, i.e.   * data protection * privacy * defamation | Understand what data protection, privacy, defamation are | True or false starter – statements about data protection, privacy and defamation to be answered individually or as a class. Quiz can be taken again at the end to see improved results/responses.  Students to learn about data protection (GDPR), privacy and defamation with examples from creative media industries.  Scenarios then presented to students so that they can learn how the legislation would apply to the creative media production process and the product being created. | GDPR test: <https://blog.atinternet.com/en/15-questions-to-test-your-gdpr-knowledge/>  Bitesize GDPR info and test:  <https://www.bbc.co.uk/bitesize/guides/z6kj6sg/revision/1>  GDPR video: <https://www.youtube.com/watch?v=swJWNnAkwNU>  Defamation case Rebel Wilson:  <https://www.bbc.co.uk/news/world-australia-41249861>  Defamation case Netflix: <https://www.bbc.co.uk/news/newsbeat-52017601> |
| 26 | 2.9 how legislation applies to creative media production, i.e.  certification and classification | Apply legislation to explain how it would affect creative media production | Case studies: BBFC and/or PEGI  Students to use the BBFC Education website to research into film classification, using the student guides, clicking on the individual certificate logos, searching for films they know and completing the ‘Rate a trailer’ interactive exercise.  Alternatively, students could do the same research using the PEGI website, by viewing the video, clicking the certificate logos and searching for video games they know.  Research to be presented in a suitable format to show how legislation has been applied to creative media products and the production process. | BBFC:  <https://www.bbfc.co.uk/education/students-guide>  PEGI:  <https://pegi.info> |
| 27 | 3.3 the properties and limitations of file formats for still images  the properties and limitations of file formats for audio  the properties and limitations of file formats for moving images, i.e.:   * video * animation | Describe file format and the properties and limitations, for still images, audio and moving image (video and animation) | Introduce file formats and define properties and limitations.  Students to learn about the different properties and limitations of file formats, potentially using the OCR [File formats and the properties of digital images and graphics](https://www.ocr.org.uk/Images/139581-unit-r082-file-formats-and-the-properties-of-digital-images-and-graphics-lesson-element-learner-activity.doc) student worksheet.  This worksheet could be developed to include both audio and moving image file formats. | File formats worksheet: <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/planning-and-teaching/> |
| 28 | 3.4 suitable naming conventions (e.g. version control, organisational requirements).  3.5 identify appropriate file formats needed to produce:   * pre-production documents * final products in line with client requirements. | Identify and practice suitable naming conventions and why they are useful  Describe the file formats to be used for pre-production documents and final products in line with client requirements from a brief | Students will need to understand the benefits of naming conventions and different ways in which they can name their files and folder. They will need to be able to try it out for themselves.  Getting students to rename and reorganise their files and folders in their own area on the school network or for a particular unit will help them to understand the practical value of such practices.  Listing possible pre-production documents and final products from all units, along with a list of possible file formats would help students to choose the appropriate file formats for each unit. | Naming conventions:  <https://www.huridocs.org/2016/07/file-naming-conventions-why-you-want-them-and-how-to-create-them/>  Video for folder structure and file names:  <https://www.youtube.com/watch?v=uZ9om-iogQE>  WARNING. This video contains one instance of bad language at the 10-minute point. |
| 29 | 4.1 review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience) | Learn how to review a pre-production document | Students could watch the review video on the OCR website – although this is aimed at reviewing a final product, many of the elements remain the same. The worksheets could also be amended to relate to pre-production documents rather than final products  A poorly created or unfinished pre-production document could be shown, with students having to identify which areas are problematic (e.g. format, style, clarity, suitability of content for client and TA). | Review video:  <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/planning-and-teaching/> |
| 30 | 4.2 identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes). | Identify improvements that could be made to a pre-production document | The same pre-production document as in the previous lesson could be shown, and students could discuss the areas for improvement.  Other documents could then be shown from different media industries (storyboard, script, visualisation etc) and improvements could be noted down for each one. Students could even make an improved version of one of the pre-production documents to demonstrate their understanding. |  |



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