# Scheme of work – R184 Contemporary issues in sport

## About this scheme of work

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre’s needs.Our Curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples for how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

**Our redeveloped Cambridge National in Sport Studies J829 is for first teaching from September 2022.**

You’ve given us lots of feedback on what you need from a scheme of work, so we’ve made sure this resource features:

* a **unit-specific** and **lesson by lesson** approach
* **simple** and **editable** Word format – or you can use our [blank template](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) to create your own version
* links to our [curriculum planner’s first model](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) which is one teacher teaching the qualification over two years, broken down into half terms
* each lesson’s **key words**
* **ideas** for teaching and learning with useful **links**
* some ‘warm up’ teaching ideas if you’re teaching over three years.

**Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.**



## Units and guided learning hours

Here is a reminder of the four units. There are two mandatory and two optional units (you must complete one of the optional units) in the redeveloped Cambridge National in Sport Studies.

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| **Unit** | **Unit title** | **Guided learning hours (GLH)** | **How are they assessed?** | **Mandatory or optional?** |
| **R184** | **Contemporary issues in sport** | **48** | **External examination** | **Mandatory** |
| R185 | Performance and leadership in sports activities | 48 | Non-examined assessment | Mandatory |
| R186 | Sport and the media | 24 | Non-examined assessment | Optional |
| R187 | Increasing awareness of Outdoor and Adventurous Activities | 24 | Non-examined assessment | Optional |

## Assumptions

* You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 48 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes.
* Students can access some resources outside of lessons for any online homework or extension tasks.
* You will refer to the [specification](https://teachcambridge.org/57aeb2e9-239e-49ba-9020-ec8e29d8d419/subject-home?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) as the key document for detailed insight into the qualification’s content and assessment requirements.

## First year of teaching

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| Autumn 1 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 1: Issues which affect participation in sport** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-3 | 1: Issues which affect participation in sport  1.1 User groups | You could begin the unit by asking students (in groups) to list different user groups who participate in sport.  Which user groups have they listed compared with those on the specification:   * gender * people from different ethnic groups * retired people/people over 60 * families with children * carers * people with family commitments * young children * teenagers * people with disabilities * parents (singles or couples) * people who work * unemployed/economically disadvantaged people.   Ask students to think about/write down:   * a description for each user group * members of their own family and which user groups they would belong to * which user group/s they belong to * if a person could belong to more than one user group, how many could someone belong to? | User groups  Economically disadvantaged | Identify and describe different user groups | [OCR Sport Studies home](https://teachcambridge.org/57aeb2e9-239e-49ba-9020-ec8e29d8d419/subject-home?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 3-5](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) | R187  Local and national provision in outdoor and adventurous activities |
| 4-6 | 1: Issues which affect participation in sport  1.2 Possible barriers | In pairs/small groups ask students to list why they think there is a barrier to participating in sport for each of these groups.  Are there any specific barriers for each of the user groups?  Possible barriers which affect participation in sport:   * employment and unemployment * family commitments * lack of disposable income * lack of transport * lack of positive sporting role models * lack of positive family role models or family support * lack of appropriate activity provision * lack of awareness of appropriate activity provision * lack of equal coverage in media in terms of gender and ethnicity by the media.   Ask students to start matching barriers to each user group.  Ask students to think of why they are barriers for each user group. | Disposable income  Activity provision | Link user groups to barriers they may face when participating in sport | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 6-10](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Barriers To Women And Girls’ Participation In Sport And Physical Activity](https://hercircle.in/engage/work/career/barriers-to-women-and-girlsrsquo-participation-in-sport-and-physical-activity-840.html)  (hercircle.in)  [UK Sport: Equality](https://www.uksport.gov.uk/our-work/leadership-development-and-governance/equality)  (uksport.gov.uk) | R187  Local and national provision in outdoor and adventurous activities |

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| Autumn 2 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 1: Issues which affect participation in sport** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-3 | 1: Issues which affect participation in sport  1.3 Possible barrier solutions | The solutions to barriers which affect participation in sport.  For each user group ask students to add a solution to the barriers they have identified for each user group:   * provision * promotion * increased/appropriate transport * availability of appropriate facilities and equipment * improved access to facilities * appropriate pricing.   Small group discussion on scenario style question for different user groups to link the user group to a barrier and a solution. | Provision  Promotion | Link solutions to barriers for different user groups to help them to participate in sport | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 11-14](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) | R187  Local and national provision in outdoor and adventurous activities |
| 4 | 1: Issues which affect participation in sport  1.1 User groups  1.2 Possible barriers  1.3 Possible barrier solutions | Topic test on 1.1, 1.2, 1.3.  Use scenario based questions to review user groups, barriers and solutions. | **Revision TA1** | Recall the key points relating to User groups, barriers, and solutions to barriers. | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |
| 5-6 | 1: Issues which affect participation in sport  1.4 Factors which can positively and negatively impact on the popularity of sport in the UK | Introduction activity:  Students could participate in a class survey to see which activity is the most popular in their class. This can be extended to a school survey by VLE or interview.  Is there a difference in popularity of sports for each gender or age?  What influences the choice of activity?  Students could compare their list with the factors from the specification.  Students could debate/discuss how each factor could have a positive and/or negative impact on the popularity of sport in the UK. | Environment  Climate  Provision of facilities  Social acceptability | Give examples of factors that can influence the popularity of sport in the UK  Determine if a factor has a positive or negative impact on the popularity of sport in the UK | [Measuring the nation's activity levels](https://www.sportengland.org/know-your-audience/data/active-lives)  (sportengland.org)  [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 15-18](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) | R186  Role of the media |
| 7 | 1: Issues which affect participation in sport  1.5 Emerging/ new sports in the UK | Students discuss what makes a sport emerging.  Students could produce a list and include detail of why the sport is considered emerging/new in the UK.  Students could choose up to three emerging sports from the list and research:   * how it has/they have been developed * what opportunities there are to participate in their local area and the UK. | Emerging sport | Define what an emerging sport is  Identify emerging sports in the UK | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slide 19](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) | R185  Sports performance |
| 8 | 1: Issues which affect participation in sport  1.4 Factors which can positively and negatively impact on the popularity of sport in the UK  1.5 Emerging/ new sports in the UK | Topic test on 1.4, 1.5. | **Revision TA1** | Recall the key points relating to Factors which positively and negatively impact the popularity of sport in the UK and Emerging/new sports in the UK.. | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |

Please note, ExamBuilder includes a selection of questions from previous specification exams that are relevant to the redeveloped specification.

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| Spring 1 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 2: The role of sport in promoting values** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-2 | 2: The role of sport in promoting values  2.1 Sport values | Class discussion: what values can be promoted through sport?  See how many they have from the list below:   * team spirit * fair play * citizenship * tolerance and respect * inclusion * national pride * excellence.   In small groups think of what each value means and how it can be promoted in sport.  For homework ask students to research information on the Olympics and Paralympics – creed, symbol, values. | Team spirit  Citizenship  Tolerance and respect  Inclusion  National pride | Define values in sport and give examples of how each is promoted in sport | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slide 20](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) | R185 Leading practical activities |
| 3-4 | 2: The role of sport in promoting values  2.2 The Olympic and Paralympic movement | Ask students to research:   * The Olympic creed. What do they think it means and why is it an important part of the Olympics? * The Olympic symbol and the meaning behind it. * The value of the Olympics and Paralympics.   Discuss the meaning of each value in terms of the Olympics and Paralympics.  Discussion on similarities and differences between sporting values and Olympic/Paralympic values. | Creed  Symbol  Values | Know about the Olympic creed  Understand the importance and meaning of the Olympic symbol  Identify the Olympic and Paralympic values | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slide 21-23](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Olympics website](https://olympics.com/en)  (olympics.com)  [Pierre de Coubertin: The visionary founder of the modern Olympic Games](https://olympics.com/ioc/pierre-de-coubertin)  (olympics.com)  [The Olympic rings](https://olympics.com/ioc/olympic-rings)  (olympics.com)  [Olympic values](https://olympics.com/ioc/olympic-values)  (olympics.com)  [International Paralympic Committee website](https://www.paralympic.org/)  (paralympic.org) | R186  Role of the media |
| 5 | 2: The role of sport in promoting values  2.1 Sport values  2.2 The Olympic and Paralympic movement | Topic test on 2.1, 2.2. | **Revision TA2** | Recall the key points relating to Sport Values and The Olympic and Paralympic movement | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |

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| Spring 2 | |
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| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-3 | 2: The role of sport in promoting values  2.3 Sporting values, initiatives, and campaigns | Ask students to research and discuss other initiatives and events which promote values through sport (e.g. FIFA’s ‘Football for Hope’ campaign, ECB’s ‘Chance to Shine’ programme).  Discuss different initiatives and campaigns and whether these are local, regional or national.  Discuss which values they link to.  Sports initiatives to break down barriers.  [Kick It Out: tackling racism and discrimination in football](https://www.kickitout.org/about-us)  Why does the campaign exist?   * Aims? * Examples?   [Sporting Equals](http://www.sportingequals.org.uk/about-us/) | Initiatives  Campaigns | Identify sporting initiatives and campaigns and link these to how they support sporting values  Understand the difference between an initiative and a campaign at local, regional and national level | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 24-25](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Kick It Out: tackling racism and discrimination](http://www.kickitout.org/about/)  (kickitout.org)  [Sporting Equals](http://www.sportingequals.org.uk/about-us)  (sportingequals.org.uk)  [Women in Sport](https://www.womeninsport.org/)  (womeninsport.org)  [This Girl Can](https://www.sportengland.org/our-work/women/this-girl-can/)  (sportengland.org)  [Football for Hope](https://www.efdn.org/wp-content/uploads/2017/05/footballforhopebrochureen_neutral.pdf)  (efdn.org)  [Chance to Shine](https://www.chancetoshine.org/)  (chancetoshine.org) | R185  Leading sport |
| 4-5 | 2: The role of sport in promoting values  2.4 The importance of etiquette and sporting behaviour  2.4.1 The importance of etiquette and sporting  behaviour of performers | Students could research what the following terms mean:   * etiquette * sportsmanship * gamesmanship.   Students could discuss:   * examples of each * what role each of the areas could have in sport * how each area links to sporting values. | Etiquette  Sporting behaviour  Sportsmanship  Gamesmanship | Understand the key terms of etiquette, sportsmanship and gamesmanship  Describe the importance of etiquette and sporting behaviour in performers and give examples from sport | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 26-28](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Modern day ethics in sports](https://www.sportskeeda.com/sports/modern-day-ethics-in-sports)  (sportskeeda.com) | R185  Leading sport |
| 6 | 2: The role of sport in promoting values  2.4.2 The importance of etiquette AND sporting  behaviour of spectators | Students could:   * research examples of appropriate and inappropriate spectator behaviour * discuss why appropriate behaviour is important.   Spectators at youth sport.  Spectators at elite/professional sport.  What impact does spectator behaviour have on participants?  What impact could inappropriate behaviour have on other spectators? | Etiquette  Appropriate behaviour  Inappropriate behaviour | Identify appropriate and inappropriate spectator behaviour with examples from sport  Understand the impact of spectator behaviour on sport, performers and other spectators and understand why appropriate behaviour is important | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slide 29](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Tennis Etiquette for Players, Spectators, and Parents](https://tenniscompanion.org/tennis-etiquette/#:~:text=%20Tennis%20Etiquette%20for%20Spectators%20%201%20Stay,full-featured%20camera%20that%20never%20leaves%20their...%20More%20)  (tenniscompanion.org) | R185  Leading sport |

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| Summer 1 | |
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| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-2 | 2: The role of sport in promoting values  2.3 Sporting values, initiatives, and campaigns  2.4 The importance of etiquette and sporting behaviour  2.4.1 The importance of etiquette and sporting  behaviour of performers  2.4.2 The importance of etiquette and sporting  behaviour of spectators | Topic test on 2.3, 2.4. | **Revision TA2** | Recall the key points relating to:  Sporting values, initiatives, and campaigns  The importance of etiquette and sporting behaviour of performers and spectators | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |
| 3-6 | 2: The role of sport in promoting values  2.5 The use of Performance Enhancing Drugs (PEDs) in sport | Students could be divided into small groups to research examples and information on:   * reasons why they are used * reasons against use.   Students could look at the role of the World Anti-Doping Agency (WADA), in terms of:   * whereabouts rule * testing methods, i.e. blood sample collection, urine sample collection, hair sample collection, nail sample collection * current initiatives (e.g. sanctions) * educational strategies * impact of the use of PEDs on sport.   Drug offences by elite performers (e.g. Dwain Chambers, David Millar).  Gain a greater awareness of scale of drug misuse in UK alone through:   * independent research * feedback to class. | Performance enhancing drugs  Whereabouts rule  Testing methods  Sanctions | Understand why PEDs are used  Understand reasons against the use of PEDs in sport  Understand the role of WADA and testing methods  Understand sanctions that can be used in sport | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 30-35](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [World Anti-Doping Agency website](https://www.wada-ama.org/en/what-we-do)  (wada-ama.org)  [Sanctions](https://ukad.org.uk/anti-doping-rule-violations/current-violations/)  (ukad.org.uk)  [Doping in sport: Drug use ‘fast becoming a crisis’](https://www.bbc.co.uk/sport/38884801)  (bbc.co.uk)  [Why we should allow performance enhancing drugs in sport](https://bjsm.bmj.com/content/38/6/666#block-system-main)  (bjsm.bmj.com) | R186  Media coverage |
| 7 | 2: The role of sport in promoting values  2.5 The use of Performance Enhancing Drugs (PEDs) in sport | Topic test on 2.5. | **Revision TA2** | Recall the key points relating to the use of performance enhancing drugs (PEDs) in sport | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |

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| Summer 2 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 3: The implications of hosting a major sporting event for a city or country** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 3: The implications of hosting a major sporting event for a city or country  3.1 The features of a major sporting event | To cover this area, students could discuss and define the following terms with reference to examples from sport and scheduling:   * regular sporting event * one-off sporting event * regular and recurring sporting event.   Students could include details of where participants would be from as well as spectators (local, national, international). | Regular  Scheduling  Major sporting event  One-off  Regular and recurring | Describe key features and scheduling of different major sporting events with examples of each from sport | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 36-37](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) | R186  Role of the media – coverage |
| 2-4 | 3: The implications of hosting a major sporting event for a city or country  3.2 Positive and negative pre-event aspects of hosting a major sporting event | Students could base their research on case studies of countries who have bid for major sporting events, for example Olympics London 2012, Tokyo 2020, Birmingham 2022 Commonwealth Games.  Students could be divided into groups to present positive and negative pre-event aspects covering:   * bidding * infrastructure and development of transport * financial/commercial investment/support * potential for increased employment * local/national objections to the bidding process. | Bidding  Infrastructure  Commercial  Investment | Understand why cities and countries want to bid to host major sporting events  Understand why countries/ cities may not want to bid to host major sporting events | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slide 38](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Corruption and the bidding process for the Olympics and World Cup](https://www.transparency.org/files/content/feature/3.4_BiddingProcess_Zimbalist_GCRSport.pdf)  (transparency.org)  [IOC confirms changes to Olympic Games bidding process](https://www.sportspromedia.com/insights/analysis/ioc_confirms_changes_to_olympic_games_bidding_process/)  (sportspromedia.com)  [The pros and cons of hosting sporting events](https://www.swissinfo.ch/eng/business/home-advantage-_the-pros-and-cons-of-hosting-sporting-events/42374306)  (swissinfo.ch) | R186  Role of the media – coverage |
| 5 | All topics covered in Year 1. | Revision of all topics covered in Year 1. | Revision TAs 1, 2 and aspects of TA3 covered so far | Recall the key points covered from all topics covered in Year 1 | [**OCR R184 Lesson Preparation Pack**](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  **All slides covered in 1st year** |  |
| 6 | All topics covered in Year 1. | End of year test and feedback. | Revision TAs 1, 2 and aspects of TA3 covered so far | Recall the key points covered from all topics covered in Year 1 | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |

Please note, ExamBuilder includes a selection of questions from previous specification exams that are relevant to the redeveloped specification.

## Second year of teaching

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| --- | --- |
| Autumn 1 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 3: The implications of hosting a major sporting event for a city or country** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | All topics covered in Year 1. | Recap of previous year especially 3.2 Positive and negative pre-event aspects of hosting a major sporting event. Students could link to events that have happened over the summer break. | Revision TA’s 1, 2 and aspects of TA3 covered so far | Recall the key points covered from all topics covered in Year 1 | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  All slides covered in 1st year | R186  Role of the media – coverage |
| 2-4 | 3: The implications of hosting a major sporting event for a city or country  3.3 Potential positive and negative aspects of hosting a major sporting event  3.3.1 During the event | Using case studies such as the Olympics in London 2012, Tokyo 2020, students research and discuss positive aspects/benefits including:   * social infrastructure * national morale/social cohesion * national status * national interest in sport * media coverage * direct and indirect tourism * short term employment.   Students could present their ideas in a variety of forms including posters, leaflets, PowerPoints, etc. | Social infrastructure  Social cohesion  National morale  Direct tourism  Indirect tourism | Identify and describe positive aspects for a country or city hosting a major sporting event | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slide 39](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Advantages of hosting a major event](https://www.economicshelp.org/blog/4909/economics/advantages)  (economicshelp.org) | R186  Role of the media – coverage |
| 5-7 | 3: The implications of hosting a major sporting event for a city or country  3.3 Potential positive and negative aspects of hosting a major sporting event  3.3.1 During the event | Using case studies such as the Olympics London 2012, Tokyo 2020, Commonwealth Games Birmingham 2022, students research and discuss negative aspects/drawbacks including:   * increase in transport, litter, noise * potential increase in terrorism, crime * poor performance by home nation – impact on national pride * perceived relegation/lack of investment in areas not involved in event * negative media coverage.   Students could present their ideas in a variety of forms including posters, leaflets, PowerPoints. | Relegation  Infrastructure  Terrorism | Identify and describe negative aspects for a country or city hosting a major sporting event | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slide 40](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [5 African cities that could host the Olympics in the future](https://www.pulse.ng/sports/more/5-african-cities-that-could-host-the-olympics-in-the-future/319q56n)  (pulse.ng)  [Pros and Cons about Hosting the Olympics](https://manabink.com/en/2021/07/28/pros-and-cons-about-hosting-the-olympics/)  (manabink.com)  [7 Significant Political Events at the Olympic Games](https://www.britannica.com/list/7-significant-political-events-at-the-olympic-games)  (britannica.com) | R186  Role of the media – coverage |

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| Autumn 2 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 3: The implications of hosting a major sporting event for a city or country** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-3 | 3: The implications of hosting a major sporting event for a city or country  3.3 Potential positive and negative aspects of hosting a major sporting event  3.3.2 Immediate and longer term positive post-event | Students could look at the legacy left from hosting the London 2012 Olympics, along with other major sporting event hosts to include:   * improved/new sporting facilities – what type of facilities. * increase in sports participation – which sports and reasons why. * increase in the profile of sports involved – which sports * legacy of improved transport and social infrastructure – examples of what has improved * raising city/nation’s international profile/status – examples.   Are these benefits social or sporting or both? | Legacy  International profile/status  Infrastructure | Describe the positive impact post-event of hosting a major sporting event | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slide 41](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Olympic Legacy](https://olympics.com/ioc/olympic-legacy)  (olympics.com)  [Tokyo's Olympic legacy: Will hosting the Games have benefitted local communities?](https://theconversation.com/tokyos-olympic-legacy-will-hosting-the-games-have-benefitted-local-communities-165433)  (theconversation.com)  [Olympic legacies and the sustainability agenda](https://www.nature.com/articles/s41893-021-00711-9)  (nature.com) | R186  Role of the media – coverage |
| 4-5 | 3: The implications of hosting a major sporting event for a city or country  3.3 Potential positive and negative aspects of hosting a major sporting event  3.3.2 Immediate and longer term positive post-event | Immediate and longer term negative post-event. Students could look at the legacy left from hosting the London 2012 Olympics, along with other major sporting event hosts to include:   * the event might have cost more to host than the revenue generated * sports facilities unused after the event * a loss in national reputation/status if the event is badly organised, host nation’s participants performed badly, scandals emerged.   Students could research past hosts of major sporting events. | Debt  Scandals | Describe the negative impact post-event of hosting a major sporting event | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 42-43](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Is it worth the cost to host the Olympic games?](http://www.debate.org/opinions/is-it-worth-the-cost-to-host-the-olympic-games)  (debate.org)  [The 40-year hangover: how the 1976 Olympics nearly broke Montreal](https://www.theguardian.com/cities/2016/jul/06/40-year-hangover-1976-olympic-games-broke-montreal-canada)  (theguardian.com) | R186  Role of the media – coverage |
| 6 | 3: The implications of hosting a major sporting event for a city or country  3.3 Potential positive and negative aspects of hosting a major sporting event  3.3.1 During the event  3.3.2 Immediate and longer term positive post-event | Topic test on 3.3. | **Revision TA3** | Recall the key points relating to:  Potential positive and negative aspects of hosting a major sporting event  During the event  Immediate and longer term positive post-event | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |

Please note, ExamBuilder includes a selection of questions from previous specification exams that are relevant to the redeveloped specification.

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| Spring 1 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport**  **Topic Area 5: The use of technology in sport** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-4 | 4: The role National Governing Bodies (NGBs) play in the development  of their sport  4.1 National Governing Bodies (NGBs) | Students discuss what a National Governing Body (NGB) is.  Research examples from different sports.  Students research the roles of NGBs with reference to:   * participation * coaching and officiating * tournaments and competitions * rules and sanctions * safety * support, insurance and technical guidance * policies and initiatives * funding – where does their funding come from and what do they use it for? | National Governing Bodies  Performance pathway | Understand the role of NGBs and how they support their sport, its participants, officials, and spectators | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 44-53](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [National governing bodies](https://www.sportengland.org/how-we-can-help/national-governing-bodies)  (sportengland.org) | R187  Outdoor and adventurous activities |
| 5 | 4: The role National Governing Bodies (NGBs) play in the development  of their sport  4.1 National Governing Bodies (NGBs) | Topic test on 4.1 | **Revision TA4** | Recall the key points relating to National Governing Bodies (NGBs) | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |

Please note, ExamBuilder includes a selection of questions from previous specification exams that are relevant to the redeveloped specification.

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| Spring 2 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 5: The use of technology in sport** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-2 | 4: The role National Governing Bodies (NGBs) play in the development  of their sport  5.1 The role of technology in sport | Students could discuss the role of technology in a sport of their choice.  They could prepare a presentation covering the following points:   * enhance performance – students could include wearable, field-based and laboratory technology * increase safety of participants – this could include both while performing, training and rehabilitation of injuries, recovery rate following participation * increase fair play and accuracy of officiating – this could include field-based technology, as well as replay technology   enhance spectatorship – this could include both at live sports performance and through the media. | Technology  Accuracy of officiating | Identify the role technology plays in sport | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 54-59](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [The Role of Technology in Sport](https://jurysoutblog.wordpress.com/2017/03/13/the-role-of-technology-in-sport/)  (jurysoutblog.wordpress.com) | R187  Outdoor and adventurous activities |
| 3-4 | 4: The role National Governing Bodies (NGBs) play in the development  of their sport  5.1 The role of technology in sport  5.2 Positive and negative effects of the use of technology in sport  5.2.1 Positive | Students could recap role of technology in sport using examples of where it has been used in a variety of sports.  Students could discuss how technology can be positive for the performer in terms of:   * enhanced performance * lowering the risk of injury * reducing the recovery time from injury * more accurate decisions * technical analysis of performance.   Students could look at different examples from sport to aid their understanding. | Technology  Technical analysis | Understand how technology can have a positive impact for the performer | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 59-69](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [New examples of sports technology that’s changing the game](http://www.reflexion.co/blog/sports-technology/)  (reflexion.co)  [The 10 Best New Sports Equipment Technologies](https://www.designnews.com/10-best-new-sports-equipment-technologies)  (designnews.com) | R187  Outdoor and adventurous activities |
| 5-6 | 4: The role National Governing Bodies (NGBs) play in the development  of their sport  5.2 Positive and negative effects of the use of technology in sport  5.2.2 Negative | Students could discuss how technology can be negative for the performer in terms of:   * unequal access * cost * availability and affordability * interruptions to the flow of the game * influence on decisions of officials.   They could look at different examples from sport to aid their understanding. | Affordability  Unequal access | Understand how technology can have a negative effect for the performer | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 70-79](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) | R187  Outdoor and adventurous activities |

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| Summer 1 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Topic Area 5: The use of technology in sport** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-2 | 5: The use of technology in sport  5.2.3 Positive and negative effects of technology on  the spectator experience | Students could look at different technology in a chosen sport to understand how it could enhance the spectator experience.  Students could look at how technology has had a negative impact on the spectator experience. | Spectator experience | Understand how technology can have a positive and negative effect on the spectator experience | [OCR R184 Lesson Preparation Pack](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)  [Slides 80-84](https://teachcambridge.org/93156bd6-97ed-4737-83f1-706832ad7a07/teaching-and-delivery-guides?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all) | R187  Outdoor and adventurous activities |
| 3-4 | 5: The use of technology in sport  5.1 The role of technology in sport  5.2 Positive and negative effects of the use of technology in sport  5.2.1 Positive  5.2.2 Negative | Topic test on 5.1 and 5.2 | **Revision TA5** | Recall the key points relating to:  The role of technology in sport  Positive and negative effects of the use of technology in sport | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |
| 5-6 | All Topic Areas | Mock exam and feedback. |  |  | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |

Please note, ExamBuilder includes a selection of questions from previous specification exams that are relevant to the redeveloped specification.

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| Summer 2 | |
| **Summary of what you  will cover from the** [**curriculum planner**](https://teachcambridge.org/6a1e3329-daf7-4f6c-b996-d43cd79c274d/planning?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all)**:** | **Examination revision, practice questions** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Exam revision | You could reserve the final series of lessons for exam revision using practice questions:   * Give students different types and styles of questions to practise answering, including short and long answer questions. * Show how to analyse and decompose the requirements of questions, including how command verbs are used. * Show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper. Get students to attempt questions, peer mark others’ answers and discuss. | Exam revision | Analyse and practise exam style questions  Provide responses to a selection of different types of exam question  Use teacher and peer review to inform further revision | [OCR’s guide to understanding the assessment – examined and moderated](https://teachcambridge.org/3e9530a8-6fdd-4547-93c9-687085c7e81f/assessment-support?subject=f407526c-2dec-4b34-99ee-e07d09f919f9&unit=all):   * P 9 command words * pp 12-18 exam question types |  |
| 2 | Exam revision | Examination revision questions continue. | Exam revision |  | [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) |  |
| 3 | Exam revision | Examination revision questions continue. | Exam revision |  |  |  |
| 4 | Exam revision | Examination revision questions continue. | Exam revision |  |  |  |
| 5 | Exam revision | Examination revision questions continue. | Exam revision |  |  |  |

Please note, ExamBuilder includes a selection of questions from previous specification exams that are relevant to the redeveloped specification.

## Teaching over three years

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| **Topic area** | **Warm up/introductory activities** | **Length of time activity may take** | **Useful resources** |
| Topic Area 1: Issues which affect participation in sport | Students could start to look at what facilities and activities are available in their local area. They could think of themselves and their families to see if they could access and participate in sport. Students could think of areas in their lives that might prevent them from participating and what could be changed to help them to participate. | 5-6 hours with additional time for working in small groups to create a poster/leaflet. | Local leisure centres  Local outdoor activity centres  Local sports clubs/teams  School based activities |
| Topic Area 2: The role of sport in promoting values | Students could look at the type of activities that are available in their local area, and they could think of why these types of activities are available. They could look at other types of activities that are not available and why this might be. | 4-5 hours to prepare a leaflet to help a visitor know what types of activities are available. | Local leisure centres  Local outdoor activity centres  Local sports clubs/teams  School based activities |
| Topic Area 3: The implications of hosting a major sporting event for a city or country | Students could research major sporting events both in the UK and worldwide, and they could produce a sporting calendar and include information on how often the event happens and where it has been held. They could also look at any media coverage the event has had – both positive and negative. | 7-8 hours to research and produce a poster or calendar of major sporting events. | Internet for research |
| Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport | Students could research their own sport and how the NGB helps performers, clubs and officials from grassroots to elite. | 3-4 hours to produce a leaflet. | Internet  [NGB website](https://www.sportengland.org/how-we-can-help/national-governing-bodies)  (sportengland.org) |
| Topic Area 5: The use of technology in sport | Students could look at the use of technology in a sport of their choice – they could look at how technology has developed and if it has made a positive or negative impact on the sport for both the performer and spectator. | 5-6 hours. | Internet |

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation’s website for a direct search.



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