Computing
GCSE Computer Science – Ethical, Legal and Environmental impacts

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
Within every half term, there will be a minimum of 2 low stakes quizzes. These will be automatically marked out of 20. There will also be a end of unit test which will be based on past exam questions. These questions are then marked and gone through as a class.	Environmental issues - Ethical, legal and environmental impacts of digital technology - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize The impact of computer science technologies - Ethical, legal and environmental impacts of digital technology - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize GCSE Computer Science - 1.6 Ethical, legal, cultural and environmental impact (google.com)	• Penetration tester • Application analyst • Applications developer • Cyber security analyst • Data analyst • Forensic computer analyst • IT trainer • Machine learning engineer

Curriculum vision:

"Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners."

Topic 1.6 – Ethical, legal, cultural and environmental impacts of digital technology – Lesson 1

FIRST ASSESSMENT
SUMMER 2022

The big picture

Why is this relevant for the students?

Question given to the students to spark interest in the topic:
- Have you ever done anything illegal that might break a law relating to Computer Science?
- Have you ever done anything that made you feel may have been morally or socially unacceptable linked to Computer Science?
- Do you use technology in an environmentally responsible way?

Notes: *Use Context Setting task to engage students and create discussion.*

Objectives

What should the students be confident/able to do at the end of the session?

1. Give examples of digital technology and how these impact society.
2. Recognise the ethical issues which arise from the impact of digital technology.

Notes: *These are the core learning that the students should develop during the lesson. This will link to the activities that provide ability to assess the Objectives.*

Engagement

What will make the students want to learn?

- Think of some digital technologies they use every day.
- How would their lives be different if those technologies didn't exist?
- Are all technologies beneficial?

Notes: *A short activity that stimulates the students. Ideas taken from big picture activity could be used.*

Assessment for Learning

What am I looking for to show progress?

Expected progress
- To be able to list examples of digital technology.
- To understand what is meant by ethics.
- To be able to outline ethical issues in digital technology.

Expected progress: This is likely to be activities and Learning tasks that meet your expectations for the class progress towards the objectives.

Good progress
- To be able to explain the ethical implications of digital technology.

Good progress: This would show a development from basic understanding and be indicative that some students use stretch and challenge material during the lesson.

Exceptional progress
- To be able to analyse and discuss the ethical implications of digital technology.

Exceptional progress: This would indicate the level of progress if all extension activities have been completed and at 8/9 levels of understanding.
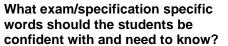
The sticking points

What do I want students to remember?

- Examples of digital technology
- Impact of digital technology on society
- Ethical issues in Computer Science

Notes: *A list of concepts that you want the students to remember by the end of the lesson.*

Keywords

What exam/specification specific words should the students be confident with and need to know?

- Digital technology
- Ethics
- Principles
- Professional bodies

Multiple Choice Questions will assess these keywords; use the MCQs supplied.

Notes

Differentiation

How will I enable access to each area of learning?

- Initial discussion of digital technology and ethics can be differentiated by which students have had experience with.
- Differentiated within tasks.
- Questioning to challenge students.
- Higher achieving students can look at examples of ethical implications for more complex topics e.g. the rise of AI.

Notes: *Use of stretch task ideas supplied may support high end differentiation.*
You will need to modify the resources to meet the needs of your students specifically. You may wish to refer to Departmental or School policies on differentiation methods used within your centre.

Activity 1

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Class debate to discuss the ethical issues which arise from driverless cars:
  - each side will put their point across to the other side - the other side will then have time to respond
  - students to write ideas on a sticky note ready for the discussion with their group and prepare points to debate with the other groups.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*
Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 2

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Discuss the ethical issues in the growing use of mobile technology.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Summary/Plenary

How will I check that students have retained the knowledge?

- Pass Out Quiz!
  - Give a definition of ethics.
  - Think of a new situation/issue and identify an ethical issue.
  - Discuss the type of digital technology involved with this issue.

Notes: *Use the MCQs to check basic understanding of Keywords and Topics.*

Use the level of response (LOR) to develop deeper knowledge and allow Peer Assessment and Review. This can be developed to use the LOR ideas as homework etc.

Homework/flipped learning

Read content from website before the next lesson:
https://www.bbc.co.uk/bitesize/guides/zhx26yc/revision/2

Topic 1.6 – Ethical, legal, cultural and environmental impacts of digital technology – Lesson 2

The big picture

Why is this relevant for the students?

- Have advances in technology increased the digital divide?
- Have advances in technology meant people are now able to work from work and therefore drive less?
- Have advances in technology meant waste of unwanted products are now thrown away?

Notes: *Use Context Setting task to engage students and create discussion.*

Objectives

What should the students be confident/able to do at the end of the session?

- Recognise the cultural issues which arise from the impact of digital technology.
- Recognise the environmental issues which arise from the impact of digital technology.

Notes: *These are the core learning that the students should develop during the lesson. This will link to the activities that provide ability to assess the Objectives.*

Engagement

What will make the students want to learn?

- Find examples of Computer Science in the news - research of any stories relating to Cultural and Environmental implications.

Notes: *A short activity that stimulates the students. Ideas taken from big picture activity could be used.*

Assessment for Learning

What am I looking for to show progress?

Expected progress
- To be able to outline cultural issues in digital technology.
- To be able to outline environmental issues in digital technology.

Expected progress: This is likely to be activities and Learning tasks that meet your expectations for the class progress towards the objectives.

Good progress
- To be able to explain the cultural implications of digital technology.
- To be able to explain the environmental implications of digital technology.

Good progress: This would show a development from basic understanding and be indicative that some students use stretch and challenge material during the lesson.

Exceptional progress
- To be able to analyse and discuss the cultural implications of digital technology.
- To be able to analyse and discuss the environmental implications of digital technology.

Exceptional progress: This would indicate the level of progress if all extension activities have been completed and at 8/9 levels of understanding.
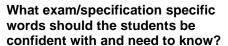
The sticking points

What do I want students to remember?
- Examples of cultural impacts of digital technology.
- Impact of digital technology on the environment.

Notes: *A list of concepts that you want the students to remember by the end of the lesson.*

Keywords

What exam/specification specific words should the students be confident with and need to know?

- Cultural
- Character sets
- Digital Divide
- Environmental

Multiple Choice Questions will assess these keywords; use the MCQs supplied.

Notes

Differentiation

How will I enable access to each area of learning?

- Differentiated within tasks.
- Questioning to challenge students.
- Higher achieving students can look at examples of cultural and environmental implications for more complex topics e.g. Computer aided manufacturing.

Notes: *Use of stretch task ideas supplied may support high end differentiation.*
You will need to modify the resources to meet the needs of your students specifically. You may wish to refer to Departmental or School policies on differentiation methods used within your centre.

Activity 1

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Research of the following Languages/Character Sets, Colours/Dates/Numbers, Use of social media, Globalisation of Computers.
- Discuss findings in a two minute presentation.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 2

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Complete diagram explaining how each of the reasons impacts the digital divide.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 3

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Students work in groups to develop the mind map on Robotics in the Car Industry with a view on Environmental Issues.
- Students use mind map to identify as many potential environmental considerations as they can think of.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Summary/Plenary

How will I check that students have retained the knowledge?

- Questioning
- Produce one Question and Mark Scheme

Notes: *Use the MCQs to check basic understanding of Keywords and Topics.*

Use the LOR to develop deeper knowledge and allow Peer Assessment and Review. This can be developed to use the LOR ideas as homework etc.

Homework/flipped learning

Investigate the impact of cultures from the digital divide:
https://www.youtube.com/watch?v=M2rNRevynQk

Investigate the environmental impact of technology:
http://www.carnegiecyberacademy.com/facultyPages/environment/issues.html

Topic 1.6 – Ethical, legal, cultural and environmental impacts of digital technology – Lesson 3

The big picture

Why is this relevant for the students?

Question given to the students to spark interest in the topic 'The rate at which technology is developing is increasing all the time. How does this impact on privacy Issues?'

Students discuss on tables – note down on flipchart paper:
- If they are struggling, ask them about mobile phones, PC, tablets how are they developing.
- What information do they have stored on their devices?
- Can this be accessed by anyone?

Notes: *Use Context Setting task to engage students and create discussion.*

Objectives

What should the students be confident/able to do at the end of the session?

- Recognise the privacy issues which arise from the impact of digital technology.
- Recognise the legal issues which arise from the impact of digital technology.

Notes: *These are the core learning that the students should develop during the lesson. This will link to the activities that provide ability to assess the Objectives.*

Engagement

What will make the students want to learn?

- How often does the average person get a new mobile device?
- What do you think an issue of changing your mobile phone every two years may have on 'privacy'
- https://www.youtube.com/watch?v=sIFfYxgDpRo

Notes: *A short activity that stimulates the students. Ideas taken from big picture activity could be used.*

Assessment for Learning

What am I looking for to show progress?

Expected progress
- To be able to recognise privacy issues which arise from the use of digital technology.
- To be able to list the legislation which apply to the use of digital technology.

Expected progress: This is likely to be activities and Learning tasks that meet your expectations for the class progress towards the objectives.

Good progress
- To be able to identify how to avoid privacy issues when using digital technology.
- To be able to understand the need for each of the legislation which apply to the use of digital technology.

Good progress: This would show a development from basic understanding and be indicative that some students use stretch and challenge material during the lesson.

Exceptional progress
- To be able to evaluate the severity of privacy issues from the use of digital technology.

Exceptional progress: This would indicate the level of progress if all extension activities have been completed and at 8/9 levels of understanding.

The sticking points

What do I want students to remember?

- The privacy issues that can occur with digital technology.
- The names of the legislation which apply to technology.

Notes: *A list of concepts that you want the student to remember by the end of the lesson.*

Keywords

What exam/specification specific words should the students be confident with and need to know?

- Legal Issues
- Privacy
- The Data Protection Act 1998
- Computer Misuse Act 1990
- Copyright Designs and Patents Act 1988

Multiple Choice Questions will assess these keywords; use the MCQs supplied.

Notes

Differentiation

How will I enable access to each area of learning?

- Initial discussion of privacy and legislation can be pitched at the appropriate level.
- Differentiated within tasks.
- Questioning to challenge students.

Notes: *Use of stretch task ideas supplied may support high end differentiation.*
You will need to modify the resources to meet the needs of your students specifically. You may wish to refer to Departmental or School policies on differentiation methods used within your centre.

Activity 1

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Students will look at information about an individual's online activity. They will identify the dangers and how they can protect against them. Students can think about the level of severity for each and rank each risk.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 2

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Students will search themselves online using e.g. Google. They will build a profile using the information they find.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 3

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Students will research each legislation ready for the next lesson.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Summary/Plenary

How will I check that students have retained the knowledge?

- Exit Pass – Explain the implications of privacy issues when using digital technology.

Notes: *Use the MCQs to check basic understanding of Keywords and Topics.*

Homework/flipped learning

Research how Google and Facebook use your data?
https://www.youtube.com/watch?v=NrmnaShNp-I

Topic 1.6 – Ethical, legal, cultural and environmental impacts of digital technology – Lesson 4

The big picture

Why is this relevant for the students?

Students will discuss the following statements:
- It is right for a company like Facebook to be able to 'sell' your data to other companies without your permission?
- It is ok for your internet provider to send a monthly copy of your browsing history to your parents?
- It is ok to access viewing someone else's files without their permission?

Notes: *Use Context Setting task to engage students and create discussion.*

Objectives

What should the students be confident/able to do at the end of the session?

- Understand the purpose of the Data Protection Act 2018.
- Understand the purpose of the Computer Misuse Act 1990.

Notes: *These are the core learning that the students should develop during the lesson. This will link to the activities that provide ability to assess the Objectives.*

Engagement

What will make the students want to learn?

- Students discuss what they know about GDPR.
- Following discussion students watch video:
  - https://www.youtube.com/watch?v=acijNEErf-c

Notes: *A short activity that stimulates the learners. Ideas taken from big picture activity could be used.*

Assessment for Learning

What am I looking for to show progress?

Expected progress
- To be able to outline the key principles of the Data Protection Act.
- To be able to outline the key principles of the Computer Misuse Act.

Expected progress: This is likely to be activities and Learning tasks that meet your expectations for the class progress towards the objectives.

Good progress
- To be able to outline what the Data Protection Act make it illegal to do.
- To be able to outline what the Computer Misuse Act make it illegal to do.

Good progress: This would show a development from basic understanding and be indicative that some students use stretch and challenge material during the lesson.

Exceptional progress
- To be able to outline the eight principles of the Data Protection Act.
- To be able to investigate real life cases of the Data Protection Act and Computer Misuse Act.

Exceptional progress: This would indicate the level of progress if all extension activities have been completed and at 8/9 levels of understanding.

The sticking points

What do I want students to remember?

- The eight principles of the Data Protection Act.
- The key principles of the Computer Misuse Act.
- What is illegal under each of the Acts.

Notes: *A list of concepts that you want the student to remember by the end of the lesson.*

Keywords

What exam/specification specific words should the students be confident with and need to know?
- Data Protection Act 2018
- Personal details
- Secure
- Fair
- Lawful
- Adequate
- Relevant
- Accurate
- Computer Misuse Act 1990
- Unauthorised access
- Modification
- Hacking

Multiple Choice Questions will assess these keywords; use the MCQs supplied.

Notes

Differentiation

How will I enable access to each area of learning?

- Differentiated within tasks.
- Questioning to challenge students.
- Independent research activities, teacher could direct students to particular websites if required.

Notes: Use of stretch task ideas supplied may support high end differentiation.

You will need to modify the resources to meet the needs of your students specifically. You may wish to refer to Departmental or School policies on differentiation methods used within your centre.

Activity 1

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Complete research activity including principles, exemptions, roles, changes and example breaches of Data Protection Act 2018.

Notes: *Use the Activities given to develop the student's knowledge of the topic. Each activity may need further differentiation/adaptation for you needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 2

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Students will create a Computer Misuse Act 1990 poster, including why was the Act introduced, the three main parts of the Act and penalties for beach of the Act.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Summary/Plenary

How will I check that students have retained the knowledge?

- Exit Pass – Explain the purpose of the Data Protection Act 2018
- Exit Pass – Explain the purpose of the Computer Misuse Act 1990
- Match keyword to its description. Give students either a keyword or a definition. Enable students to move around the room and find their matching partner.

Notes: *Use the MCQs to check basic understanding of Keywords and Topics.*

Use the LOR to develop deeper knowledge and allow Peer Assessment and Review. This can be developed to use the LOR ideas as homework etc.

Homework/flipped learning

Read content from website before the next lesson:
https://www.bbc.co.uk/bitesize/guides/zhx26yc/revision/6
https://www.bbc.co.uk/bitesize/guides/zhx26yc/revision/7

Topic 1.6 – Ethical, legal, cultural and environmental impacts of digital technology – Lesson 5

The big picture

Why is this relevant for the students?

- Question given to the students to spark interest in the topic:

  'Recent increased use of the internet has caused more problems with Copyright Designs and Patents Act.'

Notes: *Use Context Setting task to engage students and create discussion.*

Objectives

What should the students be confident/able to do at the end of the session?

- Understand the purpose of the Copyright Designs and Patents Act 1988.

Notes: *These are the core learning that the students should develop during the lesson. This will link to the activities that provide ability to assess the Objectives.*

Engagement

What will make the students want to learn?

- The history of the Copyright Designs and Patents Act:
  https://www.youtube.com/watch?v=H_aOHpn_vqQ

Notes: *A short activity that stimulates the students. Ideas taken from big picture activity could be used.*

Assessment for Learning

What am I looking for to show progress?

Expected progress
- To be able to outline the key principles of the Copyright Designs and Patents Act.
- To be able to outline who is protected by the Copyright Designs and Patents Act.

Expected progress: This is likely to be activities and Learning tasks that meet your expectations for the class progress towards the objectives.

Good progress
- To be able to outline what the Copyright Designs and Patents Act makes it illegal to do.
- To be able to outline who the Copyright Designs and Patents Act applies to.

Good progress: This would show a development from basic understanding and be indicative that some students use stretch and challenge material during the lesson.

Exceptional progress
- To be able to outline the penalties for breaking the Copyright Designs and Patents Act.
- To be able to investigate real life cases of the Copyright Designs and Patents Act.

Exceptional progress: This would indicate the level of progress if all extension activities have been completed and at 8/9 levels of understanding.

The sticking points

What do I want students to remember?

- The key principles of the Copyright Designs and Patents Act.
- The types of work which are protected under the Act.
- What is illegal under the Act.

Notes: *A list of concepts that you want the students to remember by the end of the lesson.*

Keywords

What exam/specification specific words should the students be confident with and need to know?

- Copyright Designs and Patents Act
- Creator
- Copy
- Distribute
- Licence

Multiple Choice Questions will assess these keywords; use the MCQs supplied.

Notes

Differentiation

How will I enable access to each area of learning?

- Differentiated within tasks.
- Questioning to challenge students.
- Independent research activities, teacher could direct students to particular websites if required.

Notes: Use of stretch task ideas supplied may support high end differentiation.

You will need to modify the resources to meet the needs of your students specifically. You may wish to refer to Departmental or School policies on differentiation methods used within your centre.

Activity 1

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Students will create a poster about the Copyright Designs and Patents Act.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 2

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Students create a timeline showing the development of music distribution.
- Students then discuss how the changes in music distribution affected the Copyright Designs and Patents Act.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Summary/Plenary

How will I check that students have retained the knowledge?

- Write on a sticky note one advantage and one disadvantage for media creators regarding the Copyright Designs and Patents Act.

Notes: *Use the MCQs to check basic understanding of Keywords and Topics.*

Use the LOR to develop deeper knowledge and allow Peer Assessment and Review. This can be developed to use the LOR ideas as homework etc.

Homework/flipped learning

Research
- https://www.gov.uk/government/publications/copyright-acts-and-related-laws
- https://youtu.be/tk862BbjWx4

Topic 1.6 – Ethical, legal, cultural and environmental impacts of digital technology – Lesson 6

The big picture

Why is this relevant for the students?

- Why do you think that some people would bother to create software for free?
- Do you think there could be any ethical issues that may arise from this?

Notes: *Use Context Setting task to engage students and create discussion.*

Objectives

What should the students be confident/able to do at the end of the session?

- Understand the need for a software licence.
- Understand what is meant by open source software.
- Understand what is meant by proprietary software.

Notes: *These are the core learning that the students should develop during the lesson. This will link to the activities that provide ability to assess the Objectives.*

Engagement

What will make the students want to learn?

- Research as many Open Source and Proprietary Operating Systems. Students should try to find at least 10. Why do we need a licence to use a piece of software?

Notes: *A short activity that stimulates the learners. Ideas taken from big picture activity could be used.*

Assessment for Learning

What am I looking for to show progress?

Expected progress
- To be able to outline features of open source software.
- To be able to outline features of proprietary software.

Expected progress: This is likely to be activities and Learning tasks that meet your expectations for the class progress towards the objectives

Good progress
- To be able to discuss the difference between open source and proprietary software.
- To be able to discuss the benefits and disadvantages between each type of software.

Good progress: This would show a development from basic understanding and be indicative that some students use stretch and challenge material during the lesson.

Exceptional progress
- To be able to recommend a type of licence for a given scenario including benefits and drawbacks.

Exceptional progress: This would indicate the level of progress if all extension activities have been completed and at 8/9 levels of understanding.
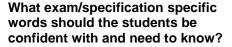
The sticking points

What do I want the students to remember?

- Purpose of software licences.
- Know the difference between open source and proprietary software.
- Features of open source and proprietary software.

Notes: *A list of concepts that you want students to remember by the end of the lesson.*

Notes

Keywords

What exam/specification specific words should the students be confident with and need to know?

- Open source
- Proprietary
- Source code
- Compiled code
- Bugs

Multiple Choice Questions will assess these keywords; use the MCQs supplied.

Differentiation

How will I enable access to each area of learning?

- Students work in mixed ability groups.
- Scaffold arguments using a buddy system.

Notes: *Use of stretch task ideas supplied may support high end differentiation.*
You will need to modify the resources to meet the needs of your students specifically. You may wish to refer to Departmental or School policies on differentiation methods used within your centre

Activity 1

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Complete the table about open source and proprietary software.
- Students tick which statement applies to which software.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*
Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 2

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Students work in small groups to identify a range of programs and whether they are Open Source or Proprietary.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Activity 3

What tasks will I ask the students to complete to develop their understanding during the lesson?

- Compare Open source to Proprietary Software for a given scenario:
    o What does each offer its consumers?
    o Why would you choose one over the other? Benefits/Drawbacks.

Notes: *Use the Activities given to develop the students' knowledge of the topic. Each activity may need further differentiation/adaptation for your needs.*

Reference the Common misconceptions/FAQ guide to support your delivery of the topic.

Summary/Plenary

How will I check that students have retained the knowledge?

- Pair and share:
    o pair up with a buddy:
    o talk for one minute on Proprietary Software
    o swap around
    o discuss anything which has been missed
- Repeat for Open Source.

Notes: *Use the MCQs to check basic understanding of Keywords and Topics.*

Use the LOR to develop deeper knowledge and allow Peer Assessment and Review. This can be developed to use the LOR ideas as homework etc.

Homework/flipped learning

Read content from website and watch videos before the next lesson:
https://www.bbc.co.uk/bitesize/guides/z6r86sg/revision/4

We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Looking for a resource? There is now a quick and easy search tool to help find free resources for your qualification: www.ocr.org.uk/i-want-to/find-resources/