**Non-Fiction Unit: 21st Century Texts Lesson Activity 2**

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| **Activity title** | **POST – 16 RESIT: INTRODUCTORY NON-FICTION UNIT: Paper 1** **Communicating information and ideas effectively from non-fiction texts** – with a focus on 21st century texts. |
| **Instructions for teachers** | There are a series of reading tasks in this unit, divided into 6 sections, that are aimed at further developing reading skills in preparation for Paper 1. This activity focuses on two texts, the text from lesson Activity 2 is required for this activity also. Lesson Activity 3, with a second text, continues to build reading skills development that includes synthesising from more than one text and tackling all questions in Paper 1 of the exam. It is envisaged that these lessons will be early in the course, hence choice of two 21st century texts in the first instance before grasping the nettle of 19th century texts with resit students which will follow on from these lessons. This is an attempt to provide a more accessible ‘way in’ for post-16 student cohort. In the ‘Activities’ section the tasks are written for the learners. Suggested responses and ‘models’ for teachers are included in this section.This lesson covers the following:1. **Reading opportunities** in preparation for learners to be able to:
* identify and interpret ideas and information from texts
* comment on writers’ choices of vocabulary, form and grammatical features, paying attention to detail
* explore the effects of writing for audiences and purposes
* summarise ideas and information from a single text and synthesise from more than one text
* draw inferences and justify points of view by referring closely to evidence from the text
* use a broad understanding of the text’s context to inform their reading
* use appropriate linguistic terminology to support their analysis
* explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them.

**For example, in section (2) suggestions for response below.****Preparation for question 2 of Paper 1: 6-mark question** (30 minute revision activity).* Refer to both articles.
* Both texts describe detectorists. What are the **similarities** between the articles in their descriptions of detectoring and detectorists?
* Draw on evidence from **both** articles to support your answer. Provide **3** similarities with supporting evidence from each text that shows the links.

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| Text 1 | Text 2 |
| Similarity 1*Detectoring involves discovering a lot more ‘rubbish’ and ordinary everyday things from today than ‘treasures’ from the past.* ‘Despite [the news of a record-breaking find of 5,251 Anglo-Saxon coins](http://www.dailymail.co.uk/news/article-2893568/Amateur-treasure-hunter-finds-1-000-year-old-hoard-Anglo-Saxon-coins-worth-1million-buried-farmer-s-field.html) …we dig up more ring pulls than ancient coins’*Similarity 2* *Detectorists often works on their own.* ‘metal detecting takes place mostly in a private world…it exists in empty fields’*Similarity 3*:*Being a detectorist means you turn up bits of history when digging things up which give you a glimpse of what life was like long ago.* ‘In search of just a tiny glimmer of past centuries…explore the past hidden beneath the frozen turf.’ | ‘more often than not turns up little more than a few buttons or a sewing needle’‘Metal detecting is an often solitary, slow pastime’‘through such finds, stories can be told across the chasm of years…uncovering and preserving our very history’ |

**For example, in section (5) suggestions for response below.****Preparation for question 4 of Paper 1 :18 -mark question** (30- minute revision activity)‘*Both of these texts persuade us that ‘detectoring’ is not just a hobby about finding treasure and making money.’*How far do you agree with this statement?In your answer you should:* Discuss what each text says to show that ‘detectoring’ is more than just a pleasure past-time.
* Explain how far the texts present detectorists as engaging in the history of everyday lives.
* Compare the ways the texts present their ideas about detectorist.

In the table below are numerous examples and ideas that learners could focus on in their response. For 18 marks it might be advisable to select 9 main points of comparison to support the judgement made. Ideas below are fairly comprehensive to cover many possible examples learners may come up with. Teachers will need to adapt what follows.

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| **Text 1 – first person account – personal point of view***Is ‘detectoring’ about more than finding treasure/making money …?*YES: this article persuades us more convincingly that this statement is true. ‘Detectoring’ is about a lot more than finding treasure.**This article describes the experience of detectoring**. *‘Wrapped up in numerous layers, my friend James and I were out with thermos flasks, shovels and metal detectors to explore the past hidden beneath the frozen turf*.’We learn from personal anecdotes, **it’s more about the enjoyment:** ‘*Being out in a field somewhere in all weathers… is an experience in itself’**‘That’s part of the fun. Each bit of rubbish that we search for and sweat to retrieve is an instant joke’***But the writer does mention the ‘treasure’**  ‘*Paul Coleman, who unearthed those thousands of 10th and 11th-century coins, made the find of a lifetime… But his experience is a rarity’*But this is not the main point of this article, as the idea that such finds are ‘rare’ is emphasised. ‘*soon, such a find remains a fantasy*.’**‘Detectoring’ is about much more than finding treasure – it’s good for your mental health and well-being:** ‘*it teaches you patience and in a hectic world it’s refreshing to clear your mind ’*‘**detectoring’ is like an ‘amateur’ profession:**‘*amateur archaeologists’*And **NOT about money-making** ‘*not Del Boys on a get-rich-quick scheme’.* **This idea is repeated throughout the article:** ‘*For most of us, though, the true value of the things we find is human, not monetary.’*‘*metal detecting is far more about human interest than getting rich quick’* | **Text 2 – third person account, a more detached point of view***Is it about more than finding treasure/making money…?*This article is not as convincing as it **puts more emphasis on the finding of ‘treasure’ which suggests ‘**detectoring’ is much more about finding treasure and making money. *‘A quarter of a century ago, the biggest Roman hoard of coins and artefacts ever discovered in Britain was uncovered by an amateur metal detectorist.’***It quickly refers to the idea of money**: ‘gold’*: ‘gold standard’ and*  *They discovered …the Hoxne Hoard: the largest find of late-Roman artefacts ever made in Britain.*’**Text 2 is writes more about the finding of ‘proper actual treasure’** than text 1. ‘It was valued at £1.75m’But the reader does learn from the inclusion of Critchley’s personal account, similar to text 1, that **the idea of discovering history is a part of ‘detectoring’**:*‘Minor they might seem, the army of detectorists – especially those who, like Critchley, log and extrapolate their data – are uncovering and preserving our very history.*This idea is continued but **the emphasis is brought back to money-making** with reference to legal changes: ‘*ending the ages-old rule of “finders’ keepers*.‘Detectorists’, with the example of Critchley given as evidence, build up a relationship with landowners so that they can make sure that they can **legally gain financial reward for treasure found**.‘*Most of the time, as with buttons or scatterings of coins, the farmer will be happy for the detectorist to keep them – but it’s something that needs thrashing out beforehand.’* |
| Q4) ‘*Both of these texts persuade us that ‘detectoring’ is not just a hobby about finding treasure to make money.’ (18 marks)* How far do you agree with this statement? **Here is a written response that includes many ideas, some of which could be included /selected in an answer. This shows independent judgements made about the two texts. It also ‘models’ a sustained comparison of the degree in which each text presents ‘detectoring’ as not just about a hobby finding treasure to make money. Some parts of this can be selected and given as a ‘model’ to learners. In its entirety it is far too long. In itself it is NOT a model answer but a series of possible points to be selected as appropriate by the teacher to demonstrate how to answer this question.** **Text 1** persuades us more convincingly, in my view, that this statement is true. It shows us through a strong personal account that ‘detectoring’ is about a lot more than finding treasure to make money. The text includes a range of examples and descriptions of a detectorist at work, what the process involves. It is made repeatedly clear that ‘detectoring’ is a hobby about a lot of things. Whereas, Text 2 has far greater emphasis on ‘finding treasure’ and making money, ‘detectoring’ is seen much more as a hobby for finding and making money in metal detecting.Text 1 describes the actual lived experience of detectoring. It shows what it’s like to be out in the fields looking for things and often being disappointed, all from a detectorist’s point of view. ‘*Wrapped up in numerous layers, my friend James and I were out with thermos flasks, shovels and metal detectors to explore the past hidden beneath the frozen turf.’*This personal account makes it a more convincing read, for example in descriptions of enjoyment found in digging out in the cold fields:‘*That’s part of the fun. Each bit of rubbish that we search for and sweat to retrieve is an instant joke or forgotten immediately as hope washes in’*We learn from such personal anecdotes that ‘detectoring’ is about going out and exploring with friends and not minding if you just find ‘*rubbish*’. It’s more about the idea of discovering exciting things than about finding treasure for money: *‘Being out in a field somewhere in all weathers, powered by some sarnies and an endless optimism is an experience in itself’*The reader learns that there can be occasional discoveries of things of interest but rarely things of huge financial value. ‘*For every interesting artefact you might find, there are a score of beeps that turn out to represent modern litter’*But the writer does mention the ‘*treasure*’ that can be found, providing us with the evidence:‘*that’s not to say it wouldn’t be great to find a hoard. Paul Coleman, who unearthed those thousands of 10th and 11th-century coins, made the find of a lifetime… But his experience is a rarity’*But this is not the main point of this article, as the idea that such finds are ‘*rare*’ is emphasised. ‘*For the bulk of his fellow detectorists, whom I’m sure he will rejoin in the fields when the itch starts again soon, such a find remains a fantasy.’*What adds to the idea that ‘detectoring’ is about much more than treasure and money-making is when the writer adds that it can also be good for your mental health and well-being: ‘*it teaches you patience and in a hectic world it’s refreshing to clear your mind of all but the occasional bleeps*.’We also read that ‘detectoring’ is like an ‘*amateur’ profession*:‘*most detectorists see themselves as amateur archaeologists’*It is NOT about money-making ‘*not Del Boys on a get-rich-quick scheme. If you went out expecting to come home with a haul of precious metal each day, you’d swiftly give up.’***Whereas in Text 2** we are presented with a third person account, a more detached point of view. This article puts more emphasis on the finding of ‘treasure’, even in its title with ‘treasure trove’ idea. In text 1 the emphasis is more on the idea of special ‘moments’ shared. Text 2 more immediately persuades us that ‘detectoring’ is more about making money. It does though, like text 1, also include the idea of history:‘*A quarter of a century ago, the biggest Roman hoard of coins and artefacts ever discovered in Britain was uncovered by an amateur metal detectorist.’*But quickly refers to the idea of money: ‘*gold’*: ‘gold standard’ and ‘*They discovered …the Hoxne Hoard: the largest find of late-Roman artefacts ever made in Britain.’*Text 2 is more persuasive about the finding of ‘*proper actual treasure’* than text 1. The reader is given details of discoveries and mentions money:‘*It was valued at £1.75m’*The reader does learn from the inclusion of Critchley’s personal account, similar to text 1, that the idea of discovering history is a part of ‘detectoring’:‘*Minor they might seem, the army of detectorists – especially those who, like Critchley, log and extrapolate their data – are uncovering and preserving our very history.*This idea is continued but the emphasis is again brought back to money-making with reference to legal changes: ‘*ending the ages-old rule of “finders’ keepers.*Furthermore, we learn that ‘detectorists’ build up a relationship with landowners so that they can make sure they legally gain financial reward for treasure found.‘*Most of the time, as with buttons or scatterings of coins, the farmer will be happy for the detectorist to keep them – but it’s something that needs thrashing out beforehand*.’Text 2, like Text 1, does show that detectoring is more than just a hobby but it is not as persuasive. This contrast is summed up in text 1 where we are most strongly persuaded that the idea of making money is not the seen as the main point of ‘detectoring’: ‘*metal detecting is far more about human interest than getting rich quick’.* |

1. Writing opportunities in preparation for learners to be able to:
* organise ideas and information clearly and coherently
* select and emphasise key ideas and information to influence readers and reflect the purpose of the writing
* maintain a consistent viewpoint across a non-fiction piece of writing
* make considered choices of vocabulary and grammar to reflect audiences, purposes and contexts
* adapt tone, style and register as appropriate
* use the knowledge gained from wider reading of non-fiction to inform language choices and techniques
* make appropriate use of information provided by others to write in different forms
* cite evidence and quotation effectively to support views
* write to create emotional impact
* use a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.

In this unit, learners will continue to develop their ability to produce clear and coherent non-fiction pieces, including writing to:* + describe
	+ explain
	+ inform

.They will develop skills to adapt their writing for different purposes, audiences and contexts. Learners will explore how vocabulary and grammatical features can be used to achieve effects. They will use techniques identified from their wide reading of non-fiction texts to achieve specific effects. Learners will apply their knowledge and understanding of appropriate linguistic conventions and use rhetorical devices effectively.*For example, in section (4) on* ***Question 3*** *learners should be able to identify some of the following linguistic features and comment on their effectiveness:***Structure****Use of listing and contrasting ideas** – *human/monetary; famous kings, saints/ordinary people; original/modern day*; *website/antiquities* - cumulative knowledge, sense of history coming into the modern world through detectoring.**Use of parenthesis, semi-colon, varied sentence length:** present idea of packed, closely linked information.**Repetition** of ideas around history, times long- gone *relics, medieval, lost, Georgian, Stuart, museum, loss, centuries* – again emphasises work of the detectorist in ‘digging up the past’.**Language** **Use of proper nouns, naming,** introduces sense of authority*: Georgian, Stuart.***Use of oxymoron:** *glorious mundanities,* presents the ordinary’ ‘mundane’ transformed through discovery into extraordinary: ‘glorious’ to give the idea that this happens in detectoring.**Emotive language:** *cursed/ jolt of excitement* presents the idea of risk and thrilling anticipation found in detectoring.**Word play, double entendre**: ‘the spur’; ‘small change’.**Use of subject terminology** ‘*Antiquities*’ to emphasise the idea of the ancient and the industry to be found in antiques.**Please note:** Supporting texts at end of ‘Description’: Article:*Real-life detectorists: The metal hunters who are digging up a treasure trove of British history by David Barnett.* Timings allocated are approximate as timing depends on, for example, context of learning, class size; lesson content/plan is written for the teacher to deliver to the learners and to amend as appropriate. |
| **Introduction** | This lesson follows on from the previous 2 which are designed to prepare learners to be able to tackle the demands built into this particular lesson. Having completed the work in this lesson- covering all exam questions and looking at the required skills in the reading exam, learners should then be able to follow the actual challenge involved in the final exam: reading a 19th century text and engaging in a comparative analysis with more ‘difficult’ language.  |
| **Reading question this activity prepares for, ie Reading Question 1, 2, 3 or 4** | Questions 1 - 5/6 |

Description

**Section 1: Reading ‘real-life detectorists’ (20 minute task)**

* Circle or underline words or phrases that you do not understand, try to work out what they could mean and annotate the text with your ‘best guess’ as to the possible meaning.
* In pairs/ a group, share what words or phrases you don’t understand and together exchange ideas of possible meanings. Work out how you could ‘guess’ as to the meaning while reading around the sentences where the unfamiliar words appear.
* Check the glossary and look up any further words you don’t understand.
* **Extracting information:** List 5 key points of information you have learned about metal detecting from this article.

**Section 2: Preparation for Question 1 of Paper 1 (30 minute task)**

Remember to refer to the glossary to help you in your answers.

Read the text below and explain the following, **remind learners that each answer is worth 1 mark and that every mark counts in the exam:**

1. ‘*But wait, for in such innocuous items buried in the soil, there’s a picture of an England lost to time… And through such finds, stories can be told across the chasm of years.*’

**Why does the writer put the emphasis on ’innocuous’ when describing the items?**

In pairs, share your ideas and attempt your answer. As a class, discuss and share responses. Together you can now devise the ‘perfect’ answer.

1. *‘Minor they might seem, but all the same, the army of detectorists – especially those who, like Critchley, log and extrapolate their data – are uncovering and preserving our very history.’*

**What is suggested that the detectorists are doing when they *‘extrapolate their data’,* what does *‘extrapolate’* suggest that they do*?***

In pairs, share your ideas and attempt your answer. As a class, discuss and share responses. Together you can now devise the ‘perfect’ answer.

(c) *Most of the time, as with buttons or scatterings of coins, the farmer will be happy for the detectorist to keep them – but it’s something that needs thrashing out beforehand.’*

**Explain why the writer chooses ‘*thrashing out beforehand’* to describe agreements being made regarding detectorists’ findings.**

In pairs, share your ideas and attempt your answer. As a class, discuss and share responses. Together you can now devise the ‘perfect’ answer.

**Section 3: Preparation for Question 2 of Paper 1: 6 mark question (30 minute revision task)**

* Refer to both articles.
* Both texts describe detectorists. What are the **similarities** between the articles in their descriptions of detectoring and detectorists?
* Draw on evidence from **both** articles to support your answer. Provide **3** similarities with supporting evidence from each text that shows the links.

Make 2 columns: one column per text. In pairs, look for **3** details that they have in common and list them- write out quotes/evidence - in the appropriate column.

Share as a whole class – check agreement – devise the ‘perfect’ answer together as a class or in groups.

**Section 4: Preparation for Question 3 of Paper 1: 12 mark question (30 minute revision task)**

Support your ideas by referring to the text using relevant terminology.

Refer to text 1 **‘Being a detectorist has its moments to treasure’.**

Look again at the section below.

Explore how the writer uses language and structure to show that the work of a detectorist is about the excitement of re-discovering our everyday past.

‘*For most of us, though, the true value of the things we find is human, not monetary. These are the relics not of famous kings and saints but of ordinary people. My finds tray (which lives discreetly on top of a bookcase, after some domestic negotiations) contains the belongings of individuals lost to history: the spur of a late medieval horseman, the small change of a Georgian farm labourer, the coin weights of a Stuart market trader. None of those original owners have a museum exhibition to their name, or even a name at all in the modern day. But the artefacts they dropped, the loss of which they no doubt cursed, bring me a jolt of excitement each time one is washed of the soil that concealed it for centuries. A glance at*[*the website of the Portable Antiquities Scheme*](http://finds.org.uk/)*, where detectorists voluntarily register their day-to-day finds, shows that these glorious mundanities are the vast bulk of what we turn up.’*

* Read carefully through the text and think about how the writer is trying to tell us about the work of a detectorist. What are they focusing on? What particular words are they using, what are they describing?
* Extract these words and phrases: write them down: think about why there is a focus here, what type of word or phrase is this? What do you associate with it, what does it make you think of and why do you think that is?

For example: why are ideas associated with history being repeated throughout this extract? Find all the words to do with history, write them down. Why do you think this idea of history is being repeated what is this *emphasising* about detectoring?

* It is important to comment on what the writer is intending OVERALL. You must show how the detail you select links to extract’s overall message about detectoring.
* Have a go on your own, then share ideas in your pair or group.
* Come together as a whole class and together devise your ‘perfect’ answer that comments equally on structure and language.

**Section 5: Preparation for Question 4 of Paper 1: 18 mark question (30 minute revision task)**

‘*Both of these texts persuade us that ‘detectoring’ is not just a hobby about finding treasure to make money.’*

How far do you agree with this statement?

In your answer you should

* Discuss what each text says to show that ‘detectoring’ is more than just a pleasure past-time.
* Explain how far the texts present detectorists as enjoying the process of ‘discovery’ and finding out about history.
* Compare the ways the texts present their ideas about detectorists.

Suggested way to tackle this question:

Make 2 columns: one column per text. In pairs, look for details in each text to add in the appropriate columns that show ‘detectoring’ is (1) about more than finding treasure and making money (2) about discovering history. Then, write down any similarities and differences between them as seen in your selected examples. Begin by commenting on which article agrees more fully with the statement – give specific reasons as to why you think this - and remember to refer back to this point in your conclusion. Spend the rest of your answer explaining your specific reasons in more detail. When evaluating the text, it can help if you use phrases like ‘more’ of ‘less’ e.g. ‘*one text persuaded more convincingly than the other*’ or make ‘*not statements’*, text 1 does ‘not’ persuade you that detectoring is more than just a hobby about finding treasure.

**Section 6: Preparation for Questions 5/6 of Paper 1: 40 mark question (40 minute revision task)**

Write a magazine article entitled ‘*An introduction to my hobby’* aimed at any interested ‘trainee’. You could:

* Explain what your hobby involves.
* Describe some details about it.
* Write a list of ‘Do’s’ and ‘Don’ts’.
* Explain what you recommend about this hobby.
1. **10- minute thinking and planning time** – for example, you could make a spider gram, or list your ideas, in response to your hobby. Link your ideas together as you come up with ways in which they connect.
2. Plan out a sequence of ideas for your article, structured in 6 paragraphs. For example, write brief notes in response to each suggested paragraph:
* Paragraph 1: start with major good points about your hobby more generally, why it’s so good in your view – with an example to grab the attention of the reader and draw them in to reading further.
* Write 2 paragraphs that explain what the hobby involves, provide detailed examples including ‘case studies’ of people other than yourself who enjoy this particular hobby.
* Write a further paragraph that includes a list of ‘dos’’ and ‘don’ts’.
* Write 1 paragraph where you recommend as many good things about the hobby that you can think of, promoting its appeal and strengths.
* Concluding paragraph: link back to opening paragraph by emphasising why you are an enthusiastic supporter of this hobby and pointing out what it adds to your everyday life.
1. Write out your article, following your plan (25 minutes)
2. **Proof -read your work** once completed (5 minutes):
* Allow yourself time to check over your sentences: do they all make sense (grammar check)?
* Check over your spellings.
* Check punctuation, for example use of capital letters, commas, colons, semi-colon.

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| **Text 2****Real-life detectorists: The metal hunters who are digging up a treasure trove of British history by David Barnett**Text begins:‘A quarter of a century ago, and ends:They know who he is, when he comes to the fields. He can keep an eye out for illegal practices on the fields: people hanging about farm buildings who shouldn’t be there, hare-coursers or poachers.’944 wordsLink to text below.<https://www.independent.co.uk/news/long_reads/detectorists-season-3-buried-treasure-trove-hoxne-hoard-metal-detector-detecting-artefacts-roman-a8055786.html>*For more information, contact the National Council for Metal Detecting at* [*ncmd.co.uk*](http://www.ncmd.co.uk/) |

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| **Glossary****the holy grail** – *noun* – something that is [extremely](https://dictionary.cambridge.org/dictionary/english/extremely) [difficult](https://dictionary.cambridge.org/dictionary/english/difficult) to [find](https://dictionary.cambridge.org/dictionary/english/find) or get**Innocuous** – adjective – [completely](https://dictionary.cambridge.org/dictionary/english/completely) [harmless](https://dictionary.cambridge.org/dictionary/english/harmless) (= [causing](https://dictionary.cambridge.org/dictionary/english/cause) no [harm](https://dictionary.cambridge.org/dictionary/english/harm)):**Extrapolate** – *verb* – to [guess](https://dictionary.cambridge.org/dictionary/english/guess) or [think](https://dictionary.cambridge.org/dictionary/english/think) about what might [happen](https://dictionary.cambridge.org/dictionary/english/happen) using [information](https://dictionary.cambridge.org/dictionary/english/information) that is already [known](https://dictionary.cambridge.org/dictionary/english/known)**Agricultural** – a*djective* – used for [farming](https://dictionary.cambridge.org/dictionary/english/farm) or [relating](https://dictionary.cambridge.org/dictionary/english/relate) to [farming](https://dictionary.cambridge.org/dictionary/english/farm)**(Treasure) trove** – *noun* – [large](https://dictionary.cambridge.org/dictionary/english/large) [amount](https://dictionary.cambridge.org/dictionary/english/amount) of [money](https://dictionary.cambridge.org/dictionary/english/money) or [large](https://dictionary.cambridge.org/dictionary/english/large) [number](https://dictionary.cambridge.org/dictionary/english/number) of [valuable](https://dictionary.cambridge.org/dictionary/english/valuable) [objects](https://dictionary.cambridge.org/dictionary/english/object) [found](https://dictionary.cambridge.org/dictionary/english/found) [hidden](https://dictionary.cambridge.org/dictionary/english/hidden) [somewhere](https://dictionary.cambridge.org/dictionary/english/somewhere) and [seeming](https://dictionary.cambridge.org/dictionary/english/seeming) to [belong](https://dictionary.cambridge.org/dictionary/english/belong) to no one |

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