

Examiners' report

A LEVEL

HISTORY A

OCR Level 3 Advanced GCE in History A

H505

For first teaching in 2015

Y102/01 Summer 2025 series

Contents

Introduction	3
Paper Y102 series overview	4
Section A overview	5
Question 1	5
Section B overview	14
Question 2*	14
Question 3*	19

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper Y102 series overview

Y102 is one of thirteen units in Paper 1 for the A Level examination for GCE History. This unit tests an extended period of History of about fifty years through an Enquiries or source-based question and a traditional essay question. The paper is divided into two sections. In Section A, candidates have to answer a compulsory source question based on four written primary sources. The question requires them to use all four sources to assess the validity of a view. In Section B, candidates are required to answer one essay question from a choice of two.

To do well on Section A, candidates need to be able to consider both provenance of the sources and apply contextual knowledge to them in order to reach a judgement about the sources in relation to the issue in the question. The judgement should be based on an evaluation of the reliability of the evidence given, not on the topic or contextual knowledge. To reach Level 6, a judgement should be made at the end of the analysis of each source, with an overall judgement in the conclusion.

To do well on Section B, candidates need to address the issue in the question, using detailed supporting knowledge. In order to reach the higher levels, candidates will need to assess the issues they discuss and reach a supported judgement at least in the conclusion. To reach Level 6 candidates should also make an overall judgement as well as interim judgements when assessing each factor.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- considered the provenance of the source(s) and used relevant contextual knowledge - clearly linked the contextual knowledge to the source being discussed to show whether the view of the source was valid or not - reached an overall judgement as to the extent to which the sources supported the view in the question - in answering the essay question candidates discussed at least two issues in depth - the supporting detail was both accurate and relevant to the question set, not just the topic - reached a supported judgement about the issue in the question - made a series of interim judgements about the issues discussed in relation to the question.	- did not consider both the provenance and use contextual knowledge to evaluate the sources - wrote an unbalanced answer in their treatment of the sources, with very little consideration of one of the sources - reached a judgement based on their knowledge rather than the sources - showed a poor understanding of the major issues relevant to the essay - were unable to support their answer with relevant material - did not focus on the precise wording of the question - made unsupported comments about issues which were assertions.

OCR support



You can find information on exam review webinars and other support events in **Training** on the horizontal menu within AS and A Level History A on [Teach Cambridge](#).

Section A overview

There is one compulsory question in this section. This question requires candidates to critically assess evidence and reach judgements. The critical evaluation of sources is the central theme in this section with all marks given against AO2.

The Enquiry section in Paper Y102 is focused on whether William II's actions in dealing with threats from Scotland and Wales were effective.

Question 1

Norman England 1087–1107

- 1 'William II's actions in dealing with threats from Scotland and Wales were effective'.

Use the **four** sources in their historical context to assess how far they support this view. [30]

Candidates recognised that sources A and B supported the statement in the question, while sources C and D contradicted it. Some candidates tried to argue that Source B also worked against the statement, with some suggesting that the king wasn't directly involved, while others misinterpreted the reference to Duncan's men being cut off as a defeat for William II's forces. Knowledge of the context for events described in Source A was in general fairly detailed. Many candidates knew of the details of the treaty Robert Curthose secured with King Malcolm and some even noted it built upon the Treaty of Abernethy agreed with William the Conqueror. Candidates also demonstrated knowledge of Edgar Atheling's career, recognising that King Malcolm had married Edgar's sister. Knowledge of provenance was more varied, with some candidates making fairly superficial remarks on the monastic authorship of the source, which meant that it would inevitably be hostile to the irreligious William II (a point also made in relation to the other sources). Other candidates were aware that the 'E' version of the chronicle was compiled far away in Peterborough, which made the author's knowledge of events less certain. With regard to Source B, some candidates demonstrated an understanding of the course of Scottish history at this point, pointing out that King Malcolm had been killed by Robert de Mowbray, earl of Northumbria, and Arkil Morel, in an ambush in 1093, while his son and heir had been mortally wounded. As noted above, there was some misunderstanding of the reference to Duncan's men in the source, but many candidates recognised that Duncan's accession and brief reign represented an albeit short, diplomatic success for William II. Some candidates made a passing reference to the monastic authorship of the source, along the lines of the comment noted above, while others provided more detailed knowledge of Simeon's connections to William de Saint-Calais and Ranulf Flambard, using this knowledge to determine whether he was more or less likely to favour the king. It was also noted that Simeon was writing in Durham, close to the Scottish border, and so would be better informed of events. Candidates usually acknowledged the difficult terrain in Wales noted in Source C as a reason for the king's failure to conquer it, with the reference to his success in war at other times in his reign supported chiefly by reference to his suppression of the 1088 rebellion. William of Malmesbury, as an author, was well known, with the patronage of the *Gesta regum* connected to the family of Henry I, suggesting that he would be hostile to William II. Source D was handled less well, largely because candidates made speculative assessments of who had been killed at the castle of Montgomery; some even suggested that William II himself had attacked the castle. Those candidates who were able to contextualise the events described by Henry of Huntingdon pointed to the greater success of the king's subsequent invasion of Wales in 1097. Knowledge of the provenance was mixed, with some candidates suggesting that Henry would be biased

against the king because he was a churchman. Other candidates referred to his close links to Robert Bloet, bishop of Lincoln, in whose household Henry had grown up. Bloet had served the king and this, it was reasoned, would suggest that Henry ultimately would have been sympathetic to him. In order to reach the higher levels of the mark scheme, candidates needed to provide a judgement on the key issue in the question, based on consideration of the provenance of each source.

Exemplar 1

1)	Source B supports the statement that William I 'Rufus's' actions in dealing with threats from Scotland and Wales was effective. This is seen in statements such as how 'he swore fealty to William' and 'drove his uncle from the kingdom', However does not how Malcolm and and and how this led to Malcolm and others having "escaped with difficulty". This is supported & from by how on November 13th ¹⁰⁹³ Malcolm III was killed by Robert of Mowbray, in not to mention how Duncan swearing his fealty was clearly effective as there were no more raids from the Scottish throughout Rufus's reign, showing this source does support Rufus's diplomatic and abilities to deal with threats from Scotland. However, the source's provenance may undermine its its support, as being written by Simeon of Durham, who would have had a focus on Durham and bias against Rufus due to the purpose of his writing to be for the focus on autonomy of ecclesiastical matters, as he was
----	--

		part of a monastic cult of St. Cuthbert. be, to which Rufus
		when, considering Rufus's poor
		relations with the church and
		monastic-benedictine monasticism,
		the source may downplay Rufus's
		ability as seen in to deal with
		threats Considering this source is
		apart from ecclesiastical matters
		as well as by 1091, William of
		St. Calais, former bishop of Durham
		was allowed to return may actually
		show the creditability of this
		source despite it's as Simeon of
		Durham was a greater supporter of
		St. Calais, hence despite it's potential
		biases, both the context and provenance
		of this source support that Rufus was
		effective in dealing with the Scottish.
		Source A supports the statement to
		a ex degree, pointing to how
		ineffective the initial naval force
		was but does admit to Rufus's
		diplomatic abilities being effective.
		This shown by how source A
		points out "king Malcolm of
		Scotland ... overran a great deal of
		the country", and how there were

		'good men' who fought for Rufus, but how the navy 'perished miserably' but by the end, "King Malcolm did homage and promised obedience". This is particular statement is supported by the agreement at Lothian between Malcolm and William I where Malcolm was promised an annual £72 and 12 villages back and swore loyalty to William I. The source would also also be supported in pointing out how the Scottish "overran a great deal of the country" as they had made it far into Northumbria so much so that William I who was in Normandy for the Treaty of Rouen 1091 had to return in person. However, considering the author of Source A, the Anglo-Saxon chronicle, a group of benedictine monks writing in Peterborough who saw the Norman conquest as a travesty as well would likely downplay William I's initial forces, hence overexaggerate how they "perished miserably", hence describe the Anglo-Saxon response as "good men".
--	--	--

		to why source A describes
		"Edgar Eathling interceded and so
		made peace between the kings".
		Hence, considering the bias of the source
		source A only supports this view
		to a degree.
		Source C also only supports the
		statement to a degree, that in
		particular, Rufus tended to be effective,
		but was not in Wales 1095..
		This is shown by the statement
		of how "he performed nothing worthy
		of his greatness" and how "his
		fortune was "unfavourable". This
		is supported as William II's
		invasion into Wales in 1095
		was inconclusive and he forced
		him to return in 1097 to
		seize Pembroke. Not only, it is
		supported that conditions were
		unlucky as not only was the
		terrain full of narrow valleys,
		the son of Roger Montgomery, Arnulf
		had been killed by By Gywudd,
		a claimant to Gwynedd which
		meant William II was had a lack
		of allies or even east in
		Wales. The author of this source

further shows reliability to Rufus's usual ~~not~~ military skill at dealing with threats as William of Malmesbury shows to be unbiased through ~~the~~ Winchester in 1071, when Winchester castle tower fell, where William I was buried, other chroniclers were quick to take the view of divine judgement on William I from God for his sins as he had been buried there, but Malmesbury pointed out the structural issues in the castle. This shows Malmesbury's nuanced and unbiased judgements, hence overall ~~increased~~ supporting the statement, ~~to do~~

Source D disagrees with the statement that William I was effective in dealing with threats as shown in the lines of how, "William I was 'unable to pursue them' and how he did 'accomplished little or nothing', ~~this is~~ but does highlight the actions of the rebels having 'stormed strongholds of the nobles' and ~~invaded~~. The ~~words~~ ~~in~~ view that William

If accomplished "nothing" is undermined by how at the end of 1095, Gwynedd was secured, but not the whole of Wales; ~~furthermore~~ However, it is supported that ~~the~~ William was unable to "pursue them" as even in the long run, Gwynedd and Cadwagn remained uncaptured in the late 1090's. ~~and eventually given land to rule in Wales.~~ Considering the provanance of this source being Henry of Huntingdon, who tends to dramatise his works such as the speech with Chut ~~in the~~ near the sea, not to mention, Rufus had treated his patron, the bishop of Lincoln badly by forcing him to pay £5000, hence would portray Rufus in a positive or effective light. Overall, source D does not support the statement, but may be biased in undermining Rufus's military methods.

Overall, the sources do agree that William I was effective with source B and A to greater extents, where source D treats Wales as an abnormality and source D generally disagrees.

This is an example of a Level 5 response in which there is a good focus on the question. It includes comments on provenance and relevant knowledge of the historical context. There is some less developed judgement, based on the provenance of each source, at the end of each paragraph, which is sufficient to push the answer into Level 5.

Assessment for learning



Candidates should focus on how far the sources support the view in the question rather than simply explaining each source in light of the issue.

Assessment for learning



Judgements need to reference the provenance of each source if they are to be developed fully rather than simply noting whether each source supports the view or not.

Section B overview

Candidates are required to answer one essay from a choice of two. Each question is taken from a different Key Topic and requires candidates to weigh up the importance of a range of factors or issues.

Question 2 was more popular than Question 3.

Question 2*

Anglo-Saxon England and the Norman Conquest 1035–1087

2* 'Harold's response to the invasions of 1066 was effective.'

How far do you agree?

[20]

Candidates demonstrated fairly detailed knowledge of the events of 1066, with only a few answers including digressions on issues like the succession. Only some candidates omitted the battle at Gate Fulford from their answers, with some under the impression that Harold himself had been present. Knowledge of the Battle of Stamford Bridge was more developed, but some candidates focused too heavily on the Battle of Hastings. Candidates who adopted the latter approach tended to include discussion of Duke William's qualities as a leader and the superiority of the Normans' military tactics and knowhow. In some cases, attempts were made to link these discussions to the question, but in others, they were tangential to it. Where candidates focused on Harold's response, answers usually examined his rashness, as evidenced in his charging up and down the country without waiting for suitable reinforcements, particularly when rushing to meet the Normans. Some candidates took a more sympathetic view of these decisions by citing them as evidence of his energetic rulership and determination to defend the kingdom. Candidates often depicted Harold as an effective military leader. His victory at Stamford Bridge proved this, particularly since he defeated Harald Hardrada. Knowledge of Hardrada's own reputation as a military leader was seldom included, but where it was, it helped to support this point. Other decisions focused on by candidates included his seizure of the high ground at Hastings. While some candidates praised this decision, others criticised it, as well as Harold's decision to stand amidst the shield wall, as evidence of poor military leadership, since it restricted his ability to move, and limited his chances of directing his forces. On occasion, Harold was criticised unfairly. The lack of cavalry and the absence of archers had more to do with Anglo-Saxon military traditions than any decision he had made as king. Candidates also noted the issue of 'luck'. Harold was unlucky to have to deal with two invasions in one year. He was also unlucky when the wind changed direction, allowing the Normans to invade. Similarly, his death, attributed to a chance arrow in the eye, was also considered to be unlucky. The point about luck was not always well linked to the question, since some candidates focused more on how it benefited Duke William. Some candidates criticised Harold for all and everything, including not securing a papal banner. Such criticisms were less effective. Candidates needed to provide a judgement related to the issue in the question in order to reach the higher levels of the mark scheme.

Exemplar 2

2*	B	Harold's responses to the invasions of 1066 were not effective, ^{overall} shown through his efforts in Fulford Gate and the Battle of Hastings, however in the the Battle of Stamford Bridge he was effective but only partially. Therefore his response was never effective in a positive way but only ^{in a} negative way for himself. //
firstly		Harold's responses to the invasions of 1066 were not effective shown through the Battle of Fulford gate in 1066 on the 20th September. Harold Harold Harold came to over to York and sailed to England and landed 10 miles from York and stormed the city, leading to an English defeat. Edwin and Morcar fought against Harold and Harold Godwinson did not get involved showing his incapability and weak decision making. the Battle lead to a huge defeat of a men from Edwin and Morcar's side and meant that they could not be able to support Harold Godwinson a later that year at the Battle of Hastings, therefore showing the lack of men led to his reason for defeat as he only had an army of 7,000 in the end but could of had one of many more. Therefore the Battle of Fulford gate shows how Harold did not respond effectively to the invasions of 1066 effectively as this resulted with an English defeat of many numbers which led to many later problems for upcoming invasions.

However, Harold's response to the invasions of 1066 was partially effective, shown through the example of the Battle of Stamford Bridge in 1066. ~~Harold died~~ On the 25th September Harold ~~had~~ marched ¹⁹⁰ ~~180~~ miles from London to York and to meet Harald Hardrada, which he completed in 3 days, which is at great speed. He successfully killed both ~~Harold~~ and Harald Hardrada and it was such a large victory that only 24 out of his 300 ships required to take them home, showing he was effective in their defeat. However this was only partially effective since his quick response meant he was far from London and had left the South ~~very~~ undefended, which allows William I to invade and come across from Normandy ~~and~~, which left Harold extremely far from the South and with a tired force already. Therefore the Battle at Stamford Bridge on the 25th September shows how he may have successfully dealt with Harold Hardrada, but it left him in an awful position to be in against William as he had to split his ~~best~~ force ~~from~~ between North and South in England. Therefore this does not prove Harold Hardrada to be ~~effective in dealing with~~ invasions of 1066 effective with his response to 1066 rebellions.

Finally Harold Godwinson was not effective in

~~Deciding with~~ with his response to the invasions of 1066 effectively shown by his response to William I and the Battle of Hastings. Harold made many poor responses amongst 1066 Battle of Hastings. Such as he decided to march down from York to London, 190 miles, in 2-3 days, then decided to only wait in London for 14 days, which was a poor decision in response to William's invasion as it meant he left to march 60 miles to Hastings in 4 days with a tired and depleted force. This was a poor response as if he had waited he could have had ~~30,000 troops~~ a force of 30,000 troops instead of 7,000 which was the same as William I. ~~Also had Hastings his response to~~ Yet at Hastings he had a strong response by staying at the top of Telham hill as he could of confined William's force and starved them out however he did not do that, instead his response to when it was removed William died, but in fact was only unhorsed 3 times was his troops started to break out and this allowed William to do his reigned retreat, which allowed him to break the shield wall on Harold's side. Therefore Harold Godwinson's response to William I and Hastings was not effective as ~~his~~ his decision to not wait for reinforcements was poor and ultimately led to Harold's army being weak.

		and therefore leading to Harold's own death at the Battle of Hastings by either an arrow or a knight's attack. therefore this proves how Harold did not response to William I and the Battle of Hastings was not at all effective as it cost him his own life when he was there .
		therefore in conclusion, Harold's responses to the 1066 invasions of the Battle of Hastings, Fulford Gate and Stamford Bridge were not effective at all. His responses at Fulford Gate led to Edwin and Morcar being having masks killed and not able to support him at the Battle of Hastings, meaning he had a smaller force. this response to Stamford Bridge led to the Harold leaving the South undefended and making it a perfect position for William and a bad for Harold as he was on the other side of the country when William arrived. Finally his response to William and the Battle of Hastings of leaving ^{in London} too soon and not waiting for reinforcement meant ^{meaning} his force was small and weak, which ultimately led to his slow death and the full eradication of the Godwin family as both Harold and and Tostig were killed. therefore Harold's responses to the invasions of 1066 were not at all effective in a positive way, but only negative way for for himself and chances of victory, since he lost in 1066 at cost of own life.

This is an example of a Level 5 response which has a mostly consistent focus on the question. Knowledge is less developed, but there is a judgement which is sufficient to push it into Level 5.

Question 3*

3* To what extent did urban and rural areas change under William I?

[20]

This was question was not as popular as Question 2. Knowledge in some answers was fairly limited. Where candidates did demonstrate knowledge and understanding, urban areas tended to be dealt with more effectively than rural ones. The construction of castles, for example, which often involved the destruction of houses in urban areas (as evidenced by Domesday Book), was cited as evidence of the change, since, as some candidates pointed out, castles of the type introduced by the Normans were little known in late Anglo-Saxon England. Fewer candidates referred to the widespread construction of Romanesque cathedrals. Where they were mentioned, though, some candidates explained the impact such structures had on the defeated Anglo-Saxon population, since they provided a visual reminder of Norman power. It was also noted that certain dioceses, like Dorchester, were moved into urban areas. In terms of rural change, candidates focused on the establishment of feudalism, which altered the nature of the landholding. Candidates usually argued for continuity in rural areas, since the population were still subjected to lords – even if landholding had changed – except in the area of forest law. This aspect of Norman legislation was often cited and generally known well. It had the effect of prohibiting the rural population from hunting for food or using resources found within forests for their own benefit.

Assessment for learning



Candidates should provide a judgement in response to the question which is focused on the key issue and substantiated with a convincing explanation.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.