

## Moderators' report

### CAMBRIDGE TECHNICALS LEVEL 3 (2016)

# IT

## OCR Level 3 Cambridge Technical in IT

**Certificate: 05838**

**Extended Certificate: 05839**

**Introductory Diploma: 05840**

**Foundation Diploma: 05841**

**Diploma: 05842**

**Extended Diploma: 05877**

## Summer 2025 series

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## Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements, identify good practice in relation to evidence collation and presentation and comment on the quality of centre assessment decisions against individual Learning Objectives. The report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's grades, we may adjust them in order to align them to the national standard. Any adjustments to centre grades can be viewed on the Interchange claim once processed by the moderator. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

### Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

#### Cambridge Nationals

All teachers delivering our Cambridge Nationals suite are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific 'Focus on Internal Assessment' course for your individual Cambridge Nationals qualification, covering marking and delivery.

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We recommend all teachers complete the modules on Online on-demand 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.

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These self-paced on-demand online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

## General overview

Centres have continued to be inventive and creative with the selection of units. Most centres continue to look for opportunities to combine units into much larger projects. This has worked very well, with candidates providing some very good evidence. Many of the centres have continued to access STEM ambassadors for the delivery of Meaningful Employer Involvement (MEI) activities. Centres have reported that they have accessed a much wider variety of STEM ambassadors from industry through this method than they would not normally have the opportunity to access. Much of the moderation continues to be conducted remotely and there have been instances where centres have had issues with uploading the evidence to Cambridge Assessment Secure Exchange. In several instances, this has been due to centres not following the guidelines with respect to file size and file naming conventions. This has resulted in centres sharing their screens with the moderator or providing access through OneDrive and Google Docs. It is important that centres refer to the support material provided by OCR on the requirements for using Cambridge Assessment Secure Exchange system.

### OCR support



Centres must adhere to the guidance provided in the following documents:

- Digital submission acceptable file formats
- Guidance on uploading evidence and documentation to Cambridge Assessment Secure Exchange.

[These documents](#) can be accessed via Teach Cambridge (teachcambridge.org) subject homepage resources under the heading 'Key Documents'.

There have still been occasions where centres have not noted that the assessment criteria refer to requirements in the plural, e.g. solutions, businesses, technologies, etc. This requires candidate evidence to include a minimum of two.

Some centres are still encouraging candidates to provide evidence linking to every bullet point within the teaching content. This is not required. While all aspects of the teaching content must be taught, candidates are required to select the relevant points appropriate to the context of their assignment briefs when developing their solution and evidence.

Centres are reminded that they can no longer register candidates for first teaching in September 2025 for the following scheme codes: 05831, 05839, 05840, 05841. Where candidates have been registered and the teaching and learning has started before September 2025, then the qualification will continue to be funded until candidates have completed.

For centres offering scheme codes: 05842 and 05877, the last registration date for first teaching in September 2025 was 31 July 2025.

## Misconception



The teaching content in every unit tells you what you have to teach to make sure candidates can access the higher grades. Anything which follows an 'i.e.' details what you must teach as part of that area of content. Anything which follows an 'e.g.' is illustrative. Where we use 'e.g.', candidates must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content. It is important that any assignments created, or any modifications to assignments do not require the candidates to do more than they have been taught but provides them with access to the full range of grades as described in the grading criteria. Centres are also reminded that candidates are not required to provide evidence relating to all the teaching content. They are required to select what is relevant from the teaching content and apply it to the assignment brief they are following.

## Comments on individual units

### Unit 7 – Data analysis and design

Unit 7 enables candidates to develop the skills and knowledge required to actively use data analysis techniques to provide evidence and interpretation for decision making for a range of organisational needs. Organisations and individuals collect both quantitative and qualitative data and store it for current or future use. The data analyst examines, cleanses, transforms and models data in order to support decision making and understanding. This unit is mandatory unit for the data analyst pathway.

#### **LO1: Understand the purpose and stages of data analysis design:**

Overall, candidates do well on this section and use the teaching content to help inform their responses. There are candidates who present their evidence as presentation slides overloaded with text. This is not effective and the incorrect use of presentation slides. At this level, candidates should be encouraged to use the most appropriate format for the context e.g. a report with sides headings and a table of contents.

#### **LO2: Be able to investigate client requirements for data analysis:**

It is important that candidates are provided with a good assignment brief that makes it clear what the client wants and the overall context. It is also important that any assignment brief is made available to the OCR moderator so that they can also gain a good understanding as to what the candidate is being required to do.

When establishing the data analysis and design requirements for the business (P3), it is accepted that candidates will be reliant on the assignment brief to extract this information. This is why it is important that the level of detail within the brief focuses on the context and the requirements of the business.

For P4 it is important that candidates use both qualitative and quantitative techniques when gathering data. It has been noted by some of the OCR moderators that candidate evidence has tended to focus on qualitative techniques only. The same applies to M2, where candidates have considered either qualitative methods or quantitative methods. For qualitative data analysis they should be considering typology, event analysis and/or logical analysis. For quantitative methods, they should be considering mean, median, standard deviation and/or range.

**LO3: Be able to develop data design solutions to meet business requirements:**

Overall, this has been completed well by candidates with them providing evidence of their outline scope (P5) and through natural progress to D1, providing evidence of the logical structure. This has been very detailed and covers all aspects of the business solution.

Where candidates have referred to the teaching content (3.1 and 3.2), it has supported them in developing very good evidence for this learning outcome.

**LO4: Be able to present data analysis and design solutions to stakeholders:**

The main weakness with this learning outcome is where there is not clear evidence that the actual presentation to the stakeholders has actually taken place. In addition, centres are reminded that other students within the group cannot undertake the role of a stakeholder.

For P6, where candidates have used the teaching content to help formulate what they need to include, the evidence has been strong with clear documentation of their solution (usually re-used from D1 with further additional information). Candidates have used presentation slides and where these are done well, the candidates have used images of the solution and design components and included detailed commentary within the speaker notes. It can also be presented as a formal report. There are, however, some candidates who are trying to incorporate their designs and the detailed commentary into the actual presentation slides. This makes it difficult to read and understand. A presentation must be understandable to the target audience (refer to teaching content 4.2, bullet point 2).

M3, requires evidence of the actual presentation to stakeholders and in many instances, this is unclear as to whether it actually took place or not. It is important that the OCR moderator can clearly see that the presentation has taken place. For presentation slides, this could be via video, audio or an individualised detailed witness testimony. For a formal report, it could be emailed to the stakeholders with confirmation of its receipt.

D2 is an area of weakness for some candidates as they are required to carry out an evaluation. Candidates tend to describe their logical data models or explain why their logical data models meets the business requirements. This is not an evaluation. It is important that candidates understand what the purpose is of evaluating a logical data model. They can then follow through the key areas and systematically review and assess whether their model meets the business requirements and whether it is technically sound.

**Misconception**

For P4, candidates **must** provide evidence of using qualitative and quantitative techniques to gather data.

For M2, candidates **must** provide evidence of using qualitative and quantitative methods data analysis methods when developing the data requirements for the business context.

## Assessment for learning



### D2: Purpose of evaluating a logical data model:

- ensures that it is complete and accurately represents the data
- to validate any business rules and data integrity
- confirms that it will allow for data modelling such as queries and reporting
- ensures the model is prepared for the physical implementation

### Key areas of evaluation:

- structure and organisation
- accuracy and logic
- data integrity
- transparency and documentation
- usability
- performance and scalability
- security and protection
- testing and validation

## Unit 13 – Social media and digital marketing

This unit looks at digital marketing as a concept and then offers candidates the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.

### LO1: Understand digital marketing:

P1 is overall completed well by candidates who have used the teaching content to help inform what should be included. Weaknesses have been noticed by the OCR moderators where candidates have purely focused on types of social media. The intention is for candidates to consider all tools that are available for digital marketing.

P2 is usually done well, with candidates providing detailed explanations of the various stages of the digital marketing life cycle.

D1 requires candidates to **assess** the impact of digital marketing on an identified product. Candidates have used some very good examples for this particular criterion where they have based their assessment on well-researched facts.

### LO2: Understand the use of social media in business:

This is another area where candidates who have carried out careful research provides good evidence of how businesses use social media when gathering data and then how this data is used as part of a social media digital marketing campaign. Many candidates have used some very good examples to aid their explanations. The legal and ethical considerations have also been covered well.

### LO3: Be able to plan content and propose appropriate social media channels for digital marketing campaigns:

It is important that candidates have been provided with a clear context within their assignment brief. Where centres have combined this unit with, for example, Unit 15 (Games Creation), they have been required to plan the content and propose social media channels for digitally marketing the game

prototype they have developed. Other centres have used the context of promoting the school or college. Both of these examples have worked well.

It is a requirement that the moderator actually see evidence of the content that has been planned and what the business objectives are for the digital social media marketing campaign. Some candidates have not presented evidence that clearly defines what the content will be.

#### **LO4: Be able to develop social media digital marketing campaigns:**

When proposing their digital marketing campaigns, candidates should be encouraged to refer to the teaching content (4.1, 4.2, 4.3). While many candidates have provided good evidence for P7, weaknesses have been seen where candidates have referred to the social media channels to use and the intended content but not included the considerations that must be applied, the features of a social media digital marketing campaign or the proposed effectiveness. This indicates a lack of understanding as to the overall requirements for an effective social media digital marketing campaign.

The recommendations for adaptations to current business practices (M3), depends on how well the candidate understands the business the campaign is for. It is therefore important that candidates are provided with a context that they have knowledge and understanding of.

#### **Assessment for learning**



While the teaching content is not a 'tick list' for assessment, it is important that candidates are encouraged to refer to the teaching content when producing their evidence to make sure that they are including the appropriate breadth and depth.

## **Unit 21 – Web design and prototyping**

This is a popular unit with centres and candidates research, design and produce interactive, responsive websites that are specific to a clients' needs. They are required to present the concept of their website using the prototype to the client. They learn about the security risks in website design and how to minimise these threats.

OCR moderators reported seeing some very good website designs clearly demonstrated by the candidates via video with many instances including an audio commentary. The audio commentary included explanations as to why certain design elements were included and how it would enhance the user experience as well as meet the overall business requirements.

Many centres combined Unit 21 with Unit 9 (Application Development), where candidates were able to develop their prototype to a full website.

#### **LO1: Understand the fundamentals of web development:**

Candidates tended to refer to the teaching content to make sure that all aspect were covered with respect to the key components. It was good to see candidates citing the sources they had used. There is still an issue with some candidates insisting on using presentation slides and overloading them with text. This is not an efficient format for evidence of this type when a report would have been more appropriate.

Candidates explained a wide range of security risks that must be considered with some candidates also relating it back to current legislation. This is good practice as it demonstrates a deeper understanding of this area.

**LO2: Be able to plan the development of an interactive website for an identified client:**

It is important that candidates are provided with a client brief and not just create a website of their own. They are required to determine the client requirements based on the brief provided (P2). Some candidates also included minutes of meetings or audio discussions with their client to further clarify the requirements. This information was then formulated into a product specification document.

A range of tools and techniques were used to plan the website for future development with some good justifications seen for the components selected (P2, D1). Overall, the planning and design documentation was sufficiently detailed for a third party unfamiliar with the brief to develop the prototype.

**LO3: Be able to create a prototype website for an identified client:**

It is important that evidence of the actual prototype is made available for review by the OCR moderator. This can either be the actual file in a format that is accessible to the moderator, or (as many candidates produced), a video demonstrated of the website. Screenshots are not appropriate, as it is important that the OCR moderator can actually see how it functions and the interactivity that has been included. There was good evidence of testing, where candidates developing a series of relevant tests documented on a test plan. There was some good evidence of candidates identifying issues during testing and providing evidence of how the issues were rectified and re-tested. This is good practice.

The evaluation of the prototype against client requirements was not completed well by all candidates. Some candidates merely stated what they did to address the requirements and this is not an evaluation. Candidates should refer to the teaching content (3.2) to help them consider what should be included within the evaluation. It is important for candidates to consider the key criteria for carrying out the evaluation as well as the methods that can be included.

**LO4: Be able to present the interactive website concept to an identified client:**

Candidates tended to use the video evidence of the demonstration of their website as their presentation method or present the website as a series of slides for a formal presentation. It is important when presenting to the client that the candidate demonstrated the interactivity and functionality of their website concept and not just produce a series of static images. It is important that the presentation method used also included confirmation that the client actually received the presentation. This can be in the form of an individualised, detailed witness testimony, a video of the candidate delivering a presentation or an audio discussion with the client where it can be clearly established that the presentation was taking place.

There were good examples of candidates communicating future website and security considerations to the client. This was either included as part of the overall presentation to the client or included as an additional formal report.

## Assessment for learning



### Criteria for carrying out the evaluation of the prototype against client requirements:

- **Functionality:** do all the features work as intended?
- **Usability:** is it easy to navigate and user friendly?
- **Design:** does it match the branding and aesthetic specified?
- **Responsiveness:** does it function appropriately across different screen sizes and devices?
- **Performance:** does it load fast and respond well?
- **Accessibility:** does it meet the required accessibility standards?
- **Content:** is the content accurate and complete?

### Methods of evaluation:

- checklist
- testing and analysis of results
- automated tools
- presentation to client

### Outcome report:

- highlights requirements that have or have not been met
- identifies issues and areas for improvement

## Unit 23 – Cognitive computing

This is an optional unit within both specialist pathways for the extended diploma. Cognitive computing and artificial intelligence are where human thought processes and activities are simulated in a computerised model. This unit provides candidates with the opportunity to gain a better understanding of cognitive computing and the role it has to play in current technologies and emerging technologies. Using their knowledge and understanding of cognitive computing candidates will consider how cognitive computing can be used on a global scale in the future and they will develop a business proposal for its use and implementation.

This unit requires candidates to carry out a certain amount of research in order to familiarise themselves with the concept of cognitive computing, what it means, what it can do and where it can be used. There have been mixed results from candidates presenting evidence for this unit. Where evidence has been weak and/or insufficient, it is clearly due to a lack of knowledge and understanding. It is not a subject that can easily be learnt through self-study, so teacher support with formalised lessons is important here.

### LO1: Know how cognitive computing is used in business:

P1 requires candidates to describe the current application of cognitive computing in business. Candidates should be carrying out research to see what the current use is across a wide range of industries. They should also be considering how it is used as well as who uses it and the benefits.

M1, while candidates use the teaching content to consider drawbacks to the use of cognitive computing, they should also be investigating if there are any additional drawbacks that have come to light in recent years.

It is important to remember that technology does not stand still and is forever developing, therefore candidates must be conducting research specifically for this unit.

**LO2: Be able to investigate opportunities for the positive application of cognitive computing:**

P2 clearly states that candidate must carry out research for this assessment criterion. They should be researching different business areas and how cognitive computing could improve the business activities. Candidates should then be following the teaching content to consider what is required e.g. what does the business want to achieve, how will it do this and how cognitive computing can help. It is important that any assignment brief provides candidates with the scope for considering the use of cognitive computing within its business activities. Some candidates tend to use presentation slides, but for presenting the results of their research, candidates would be better suited to using a report format. They are not just considering their business scenario with the assignment but also across different sectors. (An idea in one sector, could easily be considered in another.)

**LO3: Be able to generate business proposals for the development of a cognitive computing solution to a given sector:**

The outline proposal for P3 should ideally be a formal document (as opposed to presentation slides). The candidates could also combine the assessment requirements for P3 and M2 together. It is recommended that the candidates refer to the teaching content for 3.1 and 3.2, to support them in formalising the content of their report.

For D1, candidates should be evaluating how other business sectors would benefit from repurposing their proposed cognitive computing solution. For example, the use of IBM Watson and NLP for the healthcare sector is now used in veterinary practices.

This unit is either done very well by centres or is very weak. This is due to a number of factors including the lack of knowledge and understanding of the concept of cognitive computing as well as the lack of research. Improvements in these two areas would allow candidates to provide evidence that is more robust and relevant to today's current technological trends.

## Assessment for learning



The best way to help candidates understand cognitive computing is by discussing a current example such as the use of IBM Watson in the health care sector:

### How it is used:

- assisting doctors in diagnosis and treatment planning
- analysing vast amounts of medical literature, patient records, and clinical data (useful link with big data here Unit 22)
- providing recommendations for treatments based on evidence

### How it works:

- **Data input:** doctors input data into the system e.g. patient ailment(s), clinical history, test results
- **Data analysis:** IBM Watson scans millions of clinical trial test data, medical journals and case studies
- **Machine learning and natural language processing (NLP):** IBM Watson understands the context using NLP and then learns continuously from new data (machine learning)
- **Recommendations:** IBM Watson then produces a ranked list of recommended treatments for the patient with supporting evidence
- **Human decisions:** doctors review the recommendations from IBM Watson and make informed decisions on the best course of action and treatment for their patients

### Benefits of using cognitive computing:

- speeds up diagnosis and the planning of treatments
- reduces human error
- improves patient outcomes
- supports hospital and doctors to remain current with medical research

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# Supporting you

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# Online courses

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## 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.

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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:

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- 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.

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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.

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