

Examiners' report

GCSE

LATIN

OCR Level 1/Level 2 GCSE (9-1) in Latin

J282

For first teaching in 2016

J282/02 Summer 2025 series

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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](#).

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Paper 2 series overview

This report relates to Latin GCSE Prose Literature A (J282 02), which includes the Oxford Latin Anthology texts of '*The corruption and cruelty of Verres and Cleomenes*' and '*The Bravery of Mucius Scaevola and Cloelia*'.

The standard of the candidates' work was impressive. The vast majority of the candidates had a good knowledge of the set text and they seemed to find the subject matter of the texts enjoyable to study. Some candidates, however, needed to have a more precise knowledge of the text and lacked the detailed knowledge required in some of the questions, particularly the 4 and 8 mark textual analysis questions. Candidates must be sure to quote the Latin when asked to do so and demonstrate to the examiner that they understand the meaning of the Latin. Below is a short summary of what is expected of each of the types of questions found in the Prose Literature A examination paper.

Short Comprehension questions: these questions are generally worth 1 or 2 marks. Candidates should look carefully at the Latin lemma in the question to make sure that they are getting their answer from the correct section of the Latin. These questions only require a short response and the number of lines provided in the exam paper should be sufficient. Where only one response is required, candidates should avoid giving multiple. The first response only will be marked.

Empathetic questions: there are two of these questions in the paper. These questions require candidates to interpret from the Latin how a character in the text is feeling and then give a reason for their response. Candidates should make sure that their response is not vague in either part of the question. They should give a specific feeling or emotion and back this up with evidence from the text. Personal response is required by candidates as the marks are given for AO3.

4 mark analysis questions: there are two 4 mark analysis questions in the paper, one which includes a translation of the Latin and one which does not. When answering the question which has the translation included, candidates should comment only on the style of the Latin. However, when answering the question that does not have the translation, candidates can analyse both the style and content of the Latin. In both 4 mark questions, candidates must give a short, focused Latin quotation, make clear the meaning of the Latin, preferably by translating the quotation, and they must then explain how their chosen Latin quotation answers the question. Some candidates commented on the content of Latin in the 4 mark question which includes the translation, rather than the style of the Latin, and therefore dropped marks. Two responses are required for each question and candidates should avoid giving more than the required two. The first response only in each of the answer spaces will be marked. Guidance is given in the mark scheme on how examiners will mark questions where candidates have given more than the required number of responses.

8 mark analysis question: there is one 8 mark analysis question in the paper, and this is usually the best differentiator of the paper. Candidates must analyse the passage of Latin, quoting the Latin, showing that they know the meaning of the Latin and explaining how each Latin quotation answers the question. In order to get Level 4 (7-8 marks), candidates should aim to make five points, of which at least two should be style points. To get Level 3 (5-6 marks) they should aim to make at least three or four points of which at least one is a style point. This means that if a candidate makes no style points at all in their response, their maximum score is four marks out of eight. This affected a small number of candidates who did not refer to the style of the Latin at all in their response. Some candidates also did not gain marks as they did not quote the Latin in some or all of their points. It states clearly in the question that candidates should refer to the Latin in their response. Candidates should aim to make five full points in this question to give them the greatest chance of scoring in the top level. These points should be detailed and should answer the question specifically, rather than being brief or vague. Although the quality of points is of the utmost importance, candidates who make five or more points are

most likely to have covered the text in sufficient breadth. However, the examiner is judging the response on both breadth and depth of points, so candidates who make fewer but more detailed points could potentially score in the highest level.

10 mark overarching essay: the overarching 10 mark question was generally well answered and candidates seemed to have enjoyed the subject matter of the set texts. Candidates need to avoid vague responses. They should give their own personal response in order to answer the question and they should then back up their point with a specific reference to the text. Latin quotations are not required. Candidates should aim to refer to at least some parts of the texts that are not referred to in the exam paper; some candidates clearly looked back over the paper and referred only to the passages given in previous questions, and these responses tended to be limited in scope. These candidates would have scored more highly if they had referred more widely to different sections of the text. For the top level (9-10 marks) candidates should aim to make at least six points. However, the marking is about both breadth and depth of points, so candidates who make fewer but more detailed points could potentially score in the highest level.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• had a good knowledge of the Latin set texts • quoted the Latin where necessary and ensured that their quotations were focused and concise • in the 4 mark question with the translation provided, they made style points only • made at least five full points, with Latin quotation, translation and analysis in the 8 mark question • made five or six full points in the 10 mark question, giving both their personal response and detailed examples from the text • in the shorter comprehension questions, they made sure that their response was taken from the line references and lemma given in the question • made sure they left themselves enough time to complete the final question of the paper, the 10 mark overarching essay.	• did not have a full understanding of the meaning of the Latin texts • did not include Latin quotations where asked to do so, i.e. in the 4 and 8 mark questions • gave vague responses in the 10 mark questions, without giving in-depth examples from the text • ignored the line references given in the questions • omitted words in the translation question or added in words that were not in the Latin. Added words were penalised as a 'Harmful Addition'. • did not leave themselves enough time to complete the final question of the paper, the 10 mark overarching essay. Some of the 10 mark questions appeared to be rushed, with the candidates running out of time.

Question 1 (a)

- 1 Read the passage and answer the questions.

**Passage taken from 'Oxford Latin Anthology for GCSE'
redacted due to copyright.**

Cicero, *The corruption and cruelty of Verres and Cleomenes*, lines 4–9

- (a) *convivium eius flagitiosissimum* (lines 1–2): how does Cicero describe Verres' banquet?

.....
 [1]

This question was very well answered. The superlative was not required for the mark. The vast majority of candidates answered correctly.

Question 1 (b)

- (b) Pick out and translate the **Latin** word in line 3 which shows the length of time Verres could be seen by the sailors.

Latin word:

English translation:

[2]

A number of candidates gave more than one Latin word. Candidates should be careful to read the question carefully, which asks for 'the Latin word'. Reference to time had to be given in the translation, so 'a little' was incorrect, but 'a little time/short time' was correct. Candidates should think about the context of the word they are translating, which will help them with their choice of English translation.

Key point call out - Pick the Latin word/phrase and translate

Candidates should read the wording of this question carefully, as it varies year to year. Sometimes candidates are required to provide a Latin phrase, sometimes (as in this year) a Latin word. This year, when a Latin word only was required, candidates who gave a Latin phrase were automatically marked as incorrect, even if the correct Latin word was included in their phrase. Reading the question carefully and methodically is essential.

Question 1 (c)

- (c) *stetit ... litore* (lines 3–4): how do you think the sailors felt about Verres at this point? Give a reason for your answer.

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.....

.....

.....

.....

..... [2]

Most candidates answered correctly in this empathetic question. Candidates must be sure to answer both parts of the question. They should give their own personal response about how the sailors felt about Verres and they should then give evidence from the text to back up their point.

Question 2

- 2 Read the passage and answer the question.

**Passage taken from 'Oxford Latin Anthology for GCSE'
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Cicero, *The corruption and cruelty of Verres and Cleomenes*, lines 11–14

How does Cicero show the terrible situation of the sailors?

Make **two** points, each referring to the **Latin**.

1

.....

.....

.....

.....

.....

.....

2

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.....

[4]

In the 4 mark question with no translation provided, both style and content points are accepted. Candidates should understand this distinction as it is sometimes easier for candidates to make content points. In the 4 mark questions candidates should quote the Latin, show that they know the meaning of the Latin, which will usually be by translating it, and they should then explain how their quotation answers the question, in this case how their quotation shows the terrible suffering of the sailors. Some candidates quoted far too much of the Latin and such unfocused quotations did not gain credit. Some candidates also did not demonstrate that they knew the meaning of their Latin quote and therefore did not get credit for their quotation. There were several valid alliterative phrases in this passage, e.g. *posteaquam paulum provecta*. However, candidates should think carefully about whether a phrase is really an example of alliteration, as some pushed the limits in this area. Candidates should also aim to explain what the effect of the alliteration actually is, rather than simply state that there is an example of alliteration in their quotation.

Misconception



Some candidates were under the impression that they could give more than two points in this question, even though the question clearly states that only two points should be made. See the guidance below (which is also given in the mark scheme) on how examiners should mark questions where candidates have given multiple responses.

'Where candidates are required to provide a set number of short responses then only the set number of responses should be marked. The answer space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*'

Question 3 (a)

3 Read the passage and answer the questions.

**Passage taken from 'Oxford Latin Anthology for GCSE'
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Cicero, *The corruption and cruelty of Verres and Cleomenes*, lines 36–40

(a) *includuntur ... in illos* (line 1): what happened to the condemned men? Make **two** points.

1

.....

2

.....

[2]

This was generally well answered. Candidates should think carefully about the meaning of the Latin when answering. Some responses were based too loosely on the Latin and did not get credit, e.g. for the phrase *supplicium constituitur*, 'they were punished' was not accepted. Candidates needed to think about the meaning of *constituitur* and give a response such as 'a punishment was decided'. At this point the captains had not actually received their punishment yet.

Question 3 (b)

- (b) *prohibentur ... ferre* (lines 2–3): what were the parents of the condemned men prevented from doing?

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.....

..... [2]

This question was very well answered.

Question 3 (c)

- (c) *patres ... exclusae* (lines 3–4): where did the mothers and fathers of the condemned men spend the night?

.....

.....

..... [2]

This was well answered with most candidates understanding the distinction between *limine* and *ostium*. Candidates should be careful about giving overly literal translations, e.g. 'the mouth of the prison' was not allowed for *ostium*.

Question 4*

4* Read the passage and answer the question.

Passage taken from '*Oxford Latin Anthology for GCSE*'
redacted due to copyright.

5

Cicero, *The corruption and cruelty of Verres and Cleomenes*, lines 49–56

How does Cicero emphasise the terrible nature of the situation?

In your answer you may wish to consider:

- the description of the parents;
- the description of their children.

You should refer to the **Latin** and discuss Cicero's use of language.

[8]

The 8 mark question was generally the best differentiator of the paper. To score in the top level, candidates should aim to make approximately five points, of which at least two should be style points. Some candidates who made four excellent points scored in the top level, but the limited range of points of these candidates made it harder for them to score in the top level. Candidates should plan their response before writing so that they make sure they make the strongest points using the most effective Latin quotations. Some candidates wrote a general commentary on the passage without focusing on the question; points that were not directed at the question received little credit. A common error was for candidates to omit Latin quotations in their response. Content and style points are accepted in the 8 mark question, so candidates can comment both on the content, examining what has happened in the passage which emphasises the terrible nature of the situation, and on the style, examining how the author's style of writing emphasises the terrible situation. As with every question on the paper, a good knowledge of the Latin is necessary, and it was noted by examiners that a number of candidates' translations of the Latin were incorrect, or the wrong section of Latin was quoted for the candidate's translation. Secure understanding of the Latin text is absolutely necessary.

Exemplar 1

Cicero then adds to this description through the use of exclamation in: 'o magnum atque intolerandum dolorem! o gravem ~~et~~ acerbamque fortunam!' which translates to 'o what great grief not to be tolerated! o what a grievous and bitter fortune!' ~~###~~ This highlights the terrible situation and pity the audience feel for the captives. In addition, the use of the gerundive form of 'intolerandum' meaning 'not to be tolerated' ~~###~~ emphasises this. Moreover, the use of the adjectives 'gravem' and 'acerbam' meaning 'grievous' and 'bitter' add to their pitiable ~~et~~ situation, which is amplified by the exclamation. Moreover, Cicero uses the sentence: 'multi et... multi;' which translates to 'many grave pains were devised for the parents and relatives, many'. This repetition of 'multi' meaning 'many' adds to this emphasis on the terrible situation for the parents and their children. Additionally, 'dolores' meaning 'pain' amplifies this.

In this extract from the 8 mark question, the candidate has made three good points which all received full credit. The candidate has quoted the Latin for each point, and they have shown the examiner that they have understood the meaning of the Latin and they have analysed their quotation in order to answer the question. All three points made are style points analysing the use of exclamation, the use of adjectives and the gerundive and finally repetition.

Question 5

5 Read the passage and answer the question.

**Passage taken from 'Oxford Latin Anthology for GCSE'
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Livy, *The bravery of Mucius Scaevola and Cloelia*, lines 1–4

Translate this passage into English.

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..... [5]

The quality of the vast majority of responses in the translation question was impressive. Omissions were the commonest error, e.g. *in vicem* was often omitted. Some candidates omitted the final sentence *adprobant patres* entirely. Surprisingly, the meaning of *maius* caused problems.

Question 6

6 Read the passage and answer the question.

Passage taken from ‘*Oxford Latin Anthology for GCSE*’
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Translation:

As he was going from there through the anxious crowd, where he had made a passage for himself with his bloody sword, when a rush was made towards the shouting and the royal bodyguards had seized him and dragged him back, having been left in front of the king’s platform, then also amid such great threats of fortune he, more to be feared than fearing, said, ‘I am a Roman citizen.’

Livy, *The bravery of Mucius Scaevola and Cloelia*, lines 10–14

How does Livy, by his style of writing, make this a vivid and dramatic passage?

Make **two** points, each referring to the **Latin**.

1

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.....

2

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[4]

The 4 mark analysis question with the translation provided proved once again to be the one of the most challenging questions on the paper. This question required candidates to analyse the style of the Latin, and content points were not accepted. Some candidates, and perhaps their teachers, did not seem aware that in this question only style points are permitted. There were plenty of style points available in this highly dramatic passage, but a sizeable minority of candidates referred to the content. Candidates should think carefully about the difference between style and content points. A candidate who just mentions the effect of the verb *comprehensum* would not get credit, as this is clearly a content point, referring to the arrest of Mucius. However, a candidate who mentions both *comprehensum* and *retraxissent*, referring to Livy's choice of two verbs that are suggestive of violence, would get credit, as this is a comment on the style of Livy's writing.

Misconception



In the 4 mark questions where a translation is given, only **style points** are allowed. Candidates must not give **content points** as these will not be credited. A number of candidates also made more than two points in this question. Where more than one response has been given by the candidate in either response area, only the first response will be marked. See the guidance in the mark scheme, which clearly stipulates that candidates should get no advantage from giving more than the required number of responses.

Exemplar 2

1. Livy uses the alliteration of 'c' in "Cum concursu et clamore..." (having made a rush towards the shouting) to replicate the chaotic nature with which the royal bodyguards made a rush, mimicking the clattering of their arms, which makes the scene dramatic.
2. Near the end, Mucius simply states his nationality in a short, blunt manner, seen in "Romanus sum... civis" (I am a Roman citizen). This emphasises his defiance and bravery as well as his patriotism as he announces his nationality before his name, which immediately suggests his hostility and bravery, making the scene dramatic. [4]

In this response the candidate has made two good style points, scoring 2 marks for each for a total of 4 out of 4. In this type of question, only style points are accepted. In both their responses, the candidate has quoted the Latin, given a correct translation of their quotation and analysed the style of the Latin. In the first paragraph, the candidate has commented on the alliteration of 'c'. Note that they have commented on the effect of the alliteration, stating that it replicates the chaotic nature of the scene. In the second paragraph the candidate has commented on the short blunt statement of Mucius and they have commented on the effect of this brevity.

Question 7 (a)

7 Read the passage and answer the questions.

Passage taken from 'Oxford Latin Anthology for GCSE'
redacted due to copyright.

Livy, *The bravery of Mucius Scaevola and Cloelia*, lines 36–40

- (a) *feminae quoque ad publica decora excitatae* (line 1): how does this show the positive effect of Mucius' bravery?

.....

.....

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..... [2]

This question was very well answered. Some candidates did not talk about women in general, stating incorrectly that it roused Cloelia to win public glory. Some candidates did not fully understand the meaning of *excitatae*.

Question 7 (b)

- (b) *cum castra ... essent* (line 2): what do we learn about the camp of the Etruscans?

.....

..... [2]

A fair number of candidates did not give all the necessary detail in their response to this question. *haud procul* needed to be translated, as well as *ripa*. There were too many incomplete responses for what was in fact a reasonably straightforward question. All the relevant parts of the Latin quotation should be translated in a comprehension question.

Question 7 (c)

(c) *dux ... tranavit* (line 3): what made Cloelia's escape across the river Tiber particularly difficult?

.....
..... [1]

A number of candidates did not refer to the 'enemy' when writing about the weapons being thrown at Cloelia. 'Women' was not accepted for *virginum*. Candidates must be accurate in their translation of the Latin, in comprehension questions as well as translation questions.

Question 7 (d)

(d) *sospitesque omnes Romam ad propinquos restituit* (lines 3–4): how does this show that Cloelia was successful?

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..... [3]

Three points were needed for full marks in this question and a fair number of candidates did not give all the points. Omission of 'all' and 'safe' were common errors. Candidates must take the time to look at the Latin quoted in the comprehension questions and make sure that all the key Latin words are translated in their response.

Question 8*

8* What makes the accounts of Cicero and Livy interesting to read?

You should refer to **both** *The corruption and cruelty of Verres and Cleomenes* **and** *The bravery of Mucius Scaevola and Cloelia* in your answer.

You should support your answer with a range of references to the texts you have read, and you may include passages printed on the question paper. **[10]**

Candidates had a good knowledge of the two set texts and they seemed to enjoy the subject matter concerning Verres and Mucius and Cloelia. Candidates understood the need to answer on both texts. The best responses were well planned and structured with the candidates backing up their personal opinions with evidence from the texts. Candidates did not gain marks if their references to the text were vague. Candidates should aim to develop their points with careful reference from the text. Some candidates answered with little reference to the question, giving a vague narrative of the set texts. Candidates must think carefully about the demands of the question before answering and bear in mind that this question demands both personal response and detailed reference to the text. Latin quotations are not necessary, and a small number of candidates answered this question as if it were the 8 mark analysis question. In general this question was well answered and candidates took the opportunity to demonstrate both the breadth and depth of their knowledge.

Exemplar 3

Cicero is interesting to read because it is intended as a speech and therefore has elements to it ~~which~~ where he interacts with the audience. For example when he refers to the fathers of the captives he said 'these fathers whom you see here'. This makes the story more engaging and vivid, and therefore interesting to read.

Cicero also makes the story interesting through the descriptions of Verres, Cleomenes, and Sextus's acts. For example when Verres ordered the innocent men to be thrown into prison, or when he commissions a ship from Centuripone, a place that is exempt from duty so, or when whilst Cleomenes was drunk the sailors were sustaining themselves ~~not so~~ ^{with} palm roots, not to mention how Sextus extorted the families of the prisoners to pay him so that their sons died less painfully and then more to have a burial. These horrific acts ~~show~~ themselves make the story a gripping tale.

In Exemplar 3 the candidate has made two good points in the 10 mark overarching question. The candidate has given their personal response (AO3) in both points, discussing the fact that the Cicero text is a speech which made it more engaging for the reader, and in their second point analysing the horrific acts of the characters, which make the narrative more gripping. This has been combined with detailed reference to the text. Indeed, in the second point the candidate gave several examples from the text to make sure that their point was fully backed up with textual reference. The candidate went on to make five good points with two partial points, which put them in the top level.

Assessment for learning



Candidates should be aware that in the 10 mark overarching question, marks are given for both AO2 and AO3. This means that candidates need to give both their own personal response in order to answer the question, and they also need to give in-depth references from the text in order to back up their own thoughts and opinions. Planning is essential in this question and the best responses are well structured, with each point clearly referring back to the question.

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