

**Examiners' report**

**GCSE**

# **GEOGRAPHY B**

## **(GEOGRAPHY FOR ENQUIRING MINDS)**

---

**OCR Level 1/Level 2 GCSE (9-1)  
in Geography B (Geography for  
Enquiring Minds)**

**J384**

For first teaching in 2016

**J384/03 Summer 2025 series**

# Contents

|                               |    |
|-------------------------------|----|
| Introduction .....            | 3  |
| Paper 3 series overview ..... | 4  |
| Question 1 (a) (i) .....      | 6  |
| Question 1 (a) (ii) .....     | 6  |
| Question 1 (b) (i) .....      | 7  |
| Question 1 (b) (ii) .....     | 7  |
| Question 2 (a) (i) .....      | 8  |
| Question 2 (a) (ii) .....     | 9  |
| Question 2 (b) (i) .....      | 9  |
| Question 2 (b) (ii) .....     | 10 |
| Question 2 (c) (i) .....      | 11 |
| Question 2 (c) (ii) .....     | 12 |
| Question 2 (d)* .....         | 14 |
| Question 3 (a) (i) .....      | 15 |
| Question 3 (a) (ii) .....     | 15 |
| Question 3 (b) .....          | 16 |
| Question 4* .....             | 18 |

## 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 3 series overview

J384/03 'Geographical Exploration' is designed to give candidates the opportunity to demonstrate their geographical understanding and apply their understanding and skills to unseen scenarios within one location. This examination draws on both Our Natural World 01 and People and Society 02. In 2025, the questions on this exam paper were focused on the development of the Havant Thicket reservoir in east Hampshire, UK and linked to two units within the specification: Topic 4 Sustaining Ecosystems and Topic 8 Resource Reliance.

Most candidates showed a good level of skill in interpreting the information they were provided with in the resource booklet and demonstrated confidence in extracting relevant information from maps, graphs and written text to inform their responses. The resource booklet was well used, with many candidates demonstrating the ability to link together information from several sources to justify their responses, while some candidates simply copied text from the resource; they were able to develop their chosen extract to answer the question. Some candidates were confident with the use of geographical terminology and responded appropriately to the command words used in the questions. Candidates who responded most successfully understood the local and national impacts of developing a new reservoir and the likely impacts both socially, economically and environmentally on the local area and the unique chalk stream ecosystems in the UK.

The standard of handwriting and the legibility of papers remain a challenge for examiners, but candidate's Spelling, Punctuation and Grammar (SPaG) was generally good. The paper was both challenging and differentiated, allowing all candidates to access marks. Most candidates performed well, with most completing the exam paper and with many making use of the extra pages.

| Candidates who did well on this paper generally:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Candidates who did less well on this paper generally:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• demonstrated a sound understanding of the connections between Our Natural World 01 and People and Society 02</li> <li>• understood the social, economic and environmental impacts of developing the Havant Thicket reservoir</li> <li>• selected and developed appropriate information relevant to the question</li> <li>• demonstrated their understanding through well-developed and thorough reasoning</li> <li>• judged the extent to which water stress was caused by physical and human factors</li> <li>• demonstrated sound numeracy skills through calculating approximate fractions and percentages</li> <li>• demonstrated good graphical skills through the interpretation of a supply and demand graph</li> <li>• accurately completed the cross section of the reservoir transect</li> <li>• calculated distance using the scale on the map</li> <li>• interpreted maps on a range of scales</li> <li>• interpreted photographs and a range of written articles to support their responses.</li> </ul> | <ul style="list-style-type: none"> <li>• understood aspects of Our Natural World 01 and People and Society 02</li> <li>• wrote descriptions about the new Havant Thicket facilities</li> <li>• wrote descriptions about chalk stream ecosystems</li> <li>• identified factors which affected water supply</li> <li>• used the exact wording from the resource booklet without development</li> <li>• identified simple patterns from a graph</li> <li>• identified some features from the photographs</li> <li>• identified some features from the maps.</li> </ul> |

## Question 1 (a) (i)

1

(a) Look at **Fig. 1** in the Resource Booklet.

(i) What **approximate** fraction of water lost from Southern Water's Network came from Portsmouth Water?

A 1/25

B 1/10

C 1/4

D 1/2

Write the correct letter in the box.

[1]

Most candidates answered this correctly, selecting **C**.

## Question 1 (a) (ii)

(ii) State the reasons **why** Southern Water introduced a hosepipe ban in August 2022.

.....

.....

.....

..... [2]

Many candidates were awarded 2 marks, most frequently citing 'low rainfall' and 'leaky pipes'. Several candidates used the idea of drought as a development of low rainfall which was not given credit as the resource stated the drought was declared after the introduction of the hosepipe ban.

### Question 1 (b) (i)

- (b) Look at the graph below showing water supply and demand for the years 2005–2030 for Portsmouth Water.

This graph of water demand in Portsmouth has been removed due to third party copyright restrictions.

- (i) Identify the year forecast demand first **exceeded** the supply available.

..... [1]

Most candidates correctly identified 2019 as the year when demand first exceeded supply.

### Question 1 (b) (ii)

- (ii) Explain **why** the Portsmouth area may be classed as being in 'water stress'.

.....  
.....  
.....  
..... [2]

Some candidates knew the definition of water stress and were awarded marks. Fewer candidates could develop their response for a second mark. Several candidates repeated their response from Question 1 (a) (ii) or wrote about Portsmouth being a wastewater treatment area only and therefore were awarded 0 marks.

#### Misconception



Many candidates thought 'water stress' was about the residents of Portsmouth being stressed about the hosepipe ban. Few candidates referred to supply and demand in their response.

### Assessment for learning



Throughout the geography exams, but particularly on this exam paper, candidates are asked questions which refer to graphs. Candidates will always be credited with marks for making use of data they have extracted from the resource accurately to develop their response. In the example of Question 1 (b) (ii), candidates could have quoted figures relating to supply and demand to exemplify the water stress issue that exists in this area.

### Question 2 (a) (i)

2

(a) Look at **Fig. 2a** and **Fig. 2b** in the Resource Booklet.

(i) Describe the location of the Havant Thicket reservoir.

.....

.....

.....

..... [2]

Most candidates were awarded 2 marks, stating compass directions to or from other named locations on Fig. 2a and 2b. Some candidates described the location in relation to numbered roads from Fig. 2b. Unfortunately, many used words like near, above, below or surrounded by rather than compass directions and therefore were awarded 0 marks.

### Assessment for learning



The use of the correct vocabulary when describing the location of the Havant Thicket reservoir was evident from most candidates but not all. Among the incorrect terminology was 'surrounded by', 'on top of or below' or 'near to' – there was no scale on either Fig. 2a or 2b to give a sense of distance. When describing locations, candidates should always use compass directions in relation to any named locations or features on the resource. Consistent reinforcement of the correct subject-specific terminology assists candidates in being awarded marks.

## Question 2 (a) (ii)

(ii) Suggest the possible **disadvantages** of building this reservoir.

.....

.....

.....

.....

.....

..... [3]

This was answered well by most candidates. Candidates wrote about impacts on habitats, wildlife and biodiversity. Other common responses focused on the high costs of the project or the long time it will take to be operational. Several candidates incorrectly stated that reservoirs increase the risk of flooding in a location after construction. Candidates that were awarded full marks on this question developed one disadvantage for 2 marks and then wrote a second disadvantage to gain the full 3 marks.

## Question 2 (b) (i)

(b) Look at **Fig. 3** in the Resource Booklet.

(i) Calculate the distance across the reservoir between points **X** and **Y**.

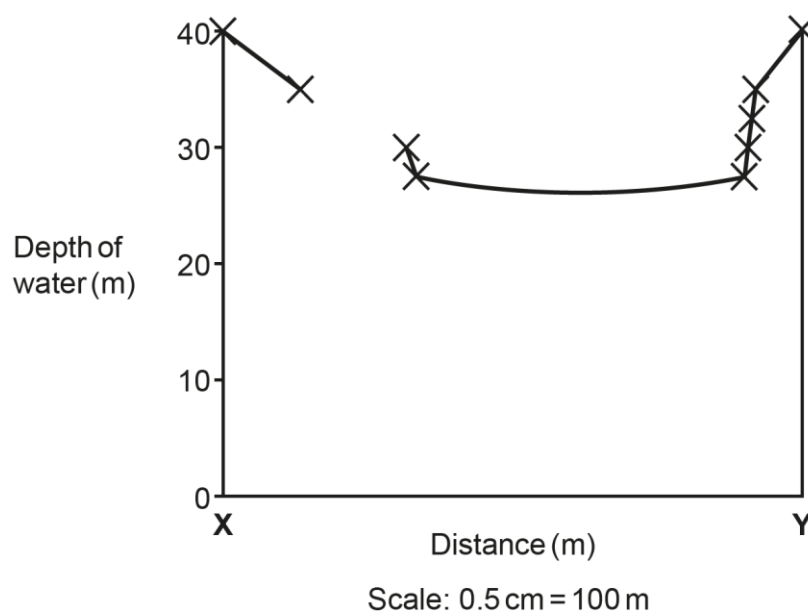
..... metres [1]

Most candidates were able to calculate the distance to be between 1300 and 1500 metres. Where candidates had stated an incorrect answer, they had measured correctly but had been unable to complete the calculation successfully.

## Question 2 (b) (ii)

- (ii) Use the data below collected between points **X** and **Y** to complete the cross-section by plotting the **300 m** depth to show the shape of the reservoir basin. [2]

|                           | <b>X</b> |            |            |            |            |             |             |             |             | <b>Y</b> |
|---------------------------|----------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|----------|
| <b>Distance (m)</b>       | <b>0</b> | <b>200</b> | <b>300</b> | <b>475</b> | <b>500</b> | <b>1350</b> | <b>1360</b> | <b>1370</b> | <b>1380</b> | <b>Y</b> |
| <b>Depth of water (m)</b> | 40       | 35         | 32.5       | 30         | 27.5       | 27.5        | 30          | 32.5        | 35          | 40       |



Most candidates correctly completed the cross section. A few candidates accurately plotted the 300m point but then did not 'join the dots' to show the whole profile. These candidates were awarded 1 mark.

## Question 2 (c) (i)

(c) Look at **Fig. 3** and **Fig. 4** in the Resource Booklet.

(i) Using **Fig. 3**, **Fig. 4**, and your own understanding, outline, with the use of examples, how the Havant Thicket reservoir development has been designed to cater for a wide variety of people.

.....

.....

.....

.....

.....

..... [4]

Most candidates were awarded 4 marks for this question. Many could link named design installations/features of the reservoir with named groups of people. The most commonly named groups were 'children', 'families' and 'school groups', but some candidates identified specific user groups such as 'cyclists' and 'twitchers'. A common misconception was that the site was not suitable for disabled access which contradicts the resource Fig. 4 which states 'accessible to all'; candidates had misunderstood resource Fig. 5 where a disabled resident had stated that 'There are limited facilities in the local area which have wheelchair access' – suggesting the development of the reservoir was a positive for their user group. Some candidates referred only to 'people' throughout their response, but they were still able to be awarded 2 marks for naming design installations/features of the reservoir.

## Question 2 (c) (ii)

Look at **Fig. 5** in the Resource Booklet.

The development of the Havant Thicket reservoir will provide employment during construction. Upon completion there will also be jobs in the management of the reservoir site and the visitor centre. The development of the reservoir could also increase local property prices.

(ii) Assess the **economic** impact of this development.

.....

.....

.....

.....

.....

..... [6]

Many candidates were able to develop the idea of 'more jobs' by linking to increased incomes and/or taxes to be paid to the government. Also common was the idea that the 'increased property prices' would be beneficial for property owners who wanted to cash in but not beneficial for young people struggling to get on the property ladder; this was developed further by stating that these people may have to move away from the area as a result. Some candidates were unable to develop their ideas, simply stating phrases such as 'bring more money in' or 'boost the economy', without qualifying how.

## Exemplar 1

This means that the local economy will initially benefit as its construction will provide jobs and decrease unemployment, bringing more money into the area. After is building whilst some jobs will be created in its management many of the construction workers will be again left jobless causing them to struggle financially. The reservoir could be an attractive tourist destination which could benefit local businesses as more people will be brought into the area. The increase in house price could be negative to families who will struggle to afford a home but will instead attract new people to move into the town. On the other hand property price increase brings more money into the economy and increases an areas economic worth overall. The increase in tourism whilst bringing business could cause prices to rise making it unaffordable to people who live there. [6]

In this exemplar, the candidate refers to three economic impacts of the development of the Havant Thicket reservoir. The candidate writes about increased job opportunities, increased tourism and potential rise in house prices. The candidate correctly identifies that some jobs may only be temporary, during construction, and therefore 'workers will be again left jobless causing them to struggle financially'; this is a good exemplar of how a candidate may develop their response. This candidate also considers both the benefits and potential problems the development could cause such as the potential impact of tourism 'which would benefit local businesses' and the impact of rising house prices 'making it unaffordable to people who live there'. This candidate was awarded Level 3.

## Question 2 (d)\*

Look at **Fig. 4** and **Fig. 5** in the Resource Booklet.

**(d)\*** Using **Fig. 4** and **Fig. 5**, and your own understanding; other than economic benefits to the area, to what extent is the new Havant Thicket reservoir viewed as a **positive** development?

.....

.....

.....

.....

.....

.....

..... **[12]**

Most candidates focused on the social and environmental impacts of the reservoir, with only a few mistakenly repeating their ideas about economic impacts. Most candidates considered both positive and negative impacts. There was often good use of the resource to identify the range of activities provided, the use of locally sourced materials/locally grown food, habitat preservation and increased numbers driving through the village. Candidates were able to develop their ideas well by focusing on educational/health benefits, reduced carbon footprints and increased biodiversity. Candidates who focused on fewer ideas but developed their reasoning well accessed Level 3 and Level 4. Most candidates identified a number of positive and negative impacts and made one point of development against each.

### Assessment for learning



Encouraging candidates to extend their thinking beyond the initial response is crucial in gaining higher credit on these 12-mark questions. Candidates need to always consider how many marks are on offer for the question (even highlighting it on the exam paper). This will provide a good indication of how well-developed their responses need to be. In Question 2 (d), candidates could have written about 'the educational bird watching centre' by suggesting that the education of the next generation of school children will help to improve their understanding of species and habitats, and in the future may inspire some young people to become involved in conservation projects or take action to reduce climate change. This then becomes a well-developed response. It is important for centres to repeatedly ask the candidates 'why?' to extend their thinking.

### Question 3 (a) (i)

3 Look at **Fig. 6** in the Resource Booklet.

(a)

(i) Calculate what **percentage** of the world's true chalk streams are in England.

..... % [1]

Many candidates were able to accurately calculate this percentage. Some candidates wrote the full display number from their calculators, which is not how a percentage is usually presented.

### Question 3 (a) (ii)

(ii) Identify why chalk streams are **ecologically** important.

.....  
.....  
.....  
..... [2]

Most candidates were awarded 1 mark for stating that chalk streams were home to rare species. Far fewer candidates got a second mark for identifying another ecologically important fact.

### Question 3 (b)

(b) Assess how the Havant Thicket reservoir will help to **protect** the local chalk streams.

.....

.....

.....

.....

.....

..... [6]

There were two possible stems to start the candidates' responses. Candidates most commonly suggested that the reservoir would provide an alternative sustainable water source and therefore extraction from chalk streams would no longer be necessary. Many candidates were then able to develop that reasoning by detailing the benefits lower extraction would bring to the chalk stream ecosystems. Candidates were able to access Level 3 for well-developed responses from the single idea that water extraction from chalk streams would be reduced.

The second stem to start their responses was less frequently seen but involved candidates identifying that, with the forecast demand for water (Question 1 (b)), the reservoir was unlikely to be a long-term solution and that chalk streams would be extracted from again in the future. This too could be well-developed enough to access Level 3. Some candidates combined these two theories and were invariably given Level 3 – 6 marks.

## Exemplar 2

One way the Havant Thicket reservoir will help protect the local chalk streams is by providing an long-term sustainable water supply as stated in Fig. 6. For example, the reservoir will be able to supply 21 million ~~litres~~ litres of water a day. Consequently the pressure ~~at~~ on the chalk streams to provide clean fresh water will decrease. As a result, due to people extracting less water, the streams are less likely to dry up. This means that <sup>the</sup> ecosystems and rare species like otter and minnow can thrive. However as the population increases, in the future we may have to rely on natural sources of water again. But [6] overall, the Havant Thicket reservoir will help protect the local chalk streams ~~to thrive~~ allowing their fragile ecosystems to thrive.

In this exemplar, the candidate starts by suggesting that the reservoir would provide an alternative sustainable water source, and therefore extraction from chalk streams would no longer be necessary. This candidate then develops their reasoning by detailing the benefits that lower extraction would bring to the chalk stream ecosystems. Then they consider the future implications for chalk stream extraction. This is then developed this further by concluding that it is likely that these underground stores will need to be exploited again in the future. This candidate was awarded at Level 3.

## Question 4\*

4\* Using all the information available in the Resource Booklet and your own understanding:

1. To what extent are water supply issues in this area caused by physical rather than human factors?
2. Suggest how successful the development of the Havant Thicket reservoir will be in contributing to environmental sustainability in the area.

.....

.....

.....

.....

.....

.....

..... [12]

 Spelling, punctuation and grammar [3]

Candidates responded well to this question; many were able to access Level 2 or above. The first part of the question was generally less well-written than the second part. For the first part of the question, most candidates were able to state a judgement as to whether water supply issues were caused by physical or human factors. Most candidates then listed what those factors were. Low rainfall, drought, leaky pipes and population density were most commonly referenced factors, although there was little development of these ideas. More successful candidates explored the effects of climate change and the lack of investment in the infrastructure.

The second part of the question was answered more successfully by most candidates. Candidates were able to identify environmental benefits which would contribute to the sustainability of the area. Some candidates repeated the idea that the endangered chalk stream ecosystems could be conserved with the development of the Havant Thicket reservoir, which was creditworthy. Most candidates focused on ideas of conservation and education contributing to environmental sustainability to further develop their response. While some candidates suggested a reduction in burning fossil fuels for transportation due to locally sourced building materials and locally grown food. Other candidates suggested that the negative impacts of increased tourism in villages such as Rowlands Castle would increase the release of greenhouse gases and enhance global warming. Some candidates suggested the reservoir would not contribute to environmental sustainability quoting the ever-increasing demand for water and the on-going issue of leaky pipes. It was pleasing to read so many candidates trying to weigh up both sides of the argument.

## Exemplar 3

There are several physical factors that affect the supply of water in the area. The South has a low relief, and as such <sup>often experiences droughts and</sup> does not receive much rainfall. This means rainfall collection systems (eg. reservoirs) aren't as effective as they would be in other areas, meaning less water can be collected and supplied. <sup>However</sup> Additionally, much of the land that water pipes run under is protected land, making it difficult for southern water to repair leaking pipes. This human factor significantly impacts water supply. Furthermore, the high population of the South creates a very high demand for water (with southern water having to supply 1 million homes), and this human factor may be the one that affects water supply the most. Overall, physical factors do somewhat contribute to the water supply issues, but human factors are the main cause of the issue.

In this exemplar, which focuses only on the first part of this candidate's response to Question 4, the candidate begins by identifying the physical factors which have contributed to water stress in this area. The candidate develops their ideas by suggesting that, with low rainfall, the storage and provision of water is reduced, therefore increasing the likelihood of water stress. The candidate then considers human factors which contribute to water stress and develops this idea by suggesting that some of the leaky pipework may be under protected land and therefore difficult for water companies to maintain and repair. The candidate then concludes this section of their response by making a judgement as to what extent the water supply issues in this area are caused by physical rather than human factors.

## Assessment for learning



The core skill of this synoptic paper is that candidates must draw on the resources they are provided with and use them as a prompt or as evidence to support their responses. Centres should teach that any text or data that is provided is the starting point of a candidates' response and if the candidate does no more than lift phrases or figures from the resource booklet then they will be awarded Level 1 marks. Candidates are provided with a wide range of resources in the form of maps, graphs, tables of data, photographs and text, which are for candidates to interpret and select relevant information to form their own written response to the questions.

Candidates would benefit from practising a variety of ways to extend their responses to avoid repetition. For example, when developing the idea of environmental sustainability, candidates must be able to link to all aspects of the environment. These may include the impacts on species, food chains, habitats, biodiversity, unique ecosystems or climate change. Where candidates can put together well-developed chains of thought linked to some of these factors, they will be able to access Level 3 and Level 4 marks.

---

# 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](#).

# 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](mailto: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](https://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](https://ocr.org.uk/updates)

Visit our Online Support Centre at [support.ocr.org.uk](https://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.