

Examiners' report

GCSE

COMBINED SCIENCE A (GATEWAY SCIENCE)

**OCR Level 1/Level 2 GCSE (9-1) in
Combined Science A (Gateway Science)**

J250

For first teaching in 2016

J250/08 Summer 2025 series

Contents

Introduction	3
Paper 8 series overview	4
Section A overview	5
Question 1	6
Question 2	6
Question 3	7
Question 4	7
Question 5	7
Question 6	8
Question 7	8
Question 8	9
Question 9	9
Question 10	10
Section B overview	11
Question 11 (a) (i)	12
Question 11 (a) (ii)	13
Question 11 (b)	13
Question 11 (c) (i)	14
Question 11 (d)	14
Question 12 (b) (i)	15
Question 12 (b) (iii)	16
Question 13 (a)	17
Question 14 (a)* and (b)	18
Question 15 (a)	20
Question 15 (b) (i)	21
Question 15 (b) (ii)	23
Question 15 (b) (iii)	24
Question 15 (c) (i)	24
Question 15 (c) (ii)	25
Question 15 (d)	25
Question 16 (a)	26
Question 16 (b)	26
Question 16 (c)	27
Copyright information	28

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 8 series overview

J250/08 is the second of two Higher Tier papers that cover the Biology content of the GCSE (9-1) Combined Science A (Gateway Science) course. It assesses the content from the specification topics B4-B7. This paper is synoptic and so does contain material covered by topics B1-B3. There are also questions that involve the assessment of key mathematical requirements from Appendix 5f of the specification.

Candidates attempted all multiple-choice questions, and in the main part, all other questions. Candidates generally performed well with the questions which tested the graph skills and direct subject knowledge. However, candidates may benefit from more practice of answering questions where scientific knowledge has to be applied to the particular context of the question.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- described how bacteria evolve to become resistant to antibiotics (Question 11 (d)) - linked mutation to the development of cancer (Question 13 (a)) - described the process of selective breeding and how this can be of benefit to humans (Question 14 (a)) - identified the independent, dependent and control variables in an investigation (Question 15 (b)) - were unable to explain why an acidic pH slowed down the growth of pathogens by linking this to the denaturing of enzymes (Question 16 (b)) - were able to state differences between mitosis and meiosis (Question 16 (c))	- used diagrams to determine the effectiveness of antibiotics (Question 11 (a) (i)) - were unable to identify changes which could be made to increase validity (Question 11 (a) (ii)) - were able to outline the role of the immune system of the human body in defence against disease (Question 11 (b)) - stated the effect of HIV on the immune system (Question 11 (c) (ii)) - plotted the points on a graph accurately (Question 15 (b) (ii)) - were unable to explain to what extent data did and did not support a conclusion (Question 15 (c) (i), Question 15 (c) (ii))

Section A overview

Section A consisted of multiple-choice questions. All candidates attempted all these questions, although some guesswork was evident.

Most candidates answered Question 1, Question 2, Question 3 and Question 5 correctly. Slightly fewer answered Question 4, Question 7 and Question 10 correctly. For Question 1, C was a common incorrect answer. For Question 5, D was a common incorrect answer.

Very few candidates answered Question 6 and Question 9 correctly with D being a common incorrect answer in both questions.

Where candidates decide to change their answer, they should be encouraged to cross out their original answer. They should then write the correct answer next to the box rather than try and write one letter over the original choice of letter.

Assessment for learning



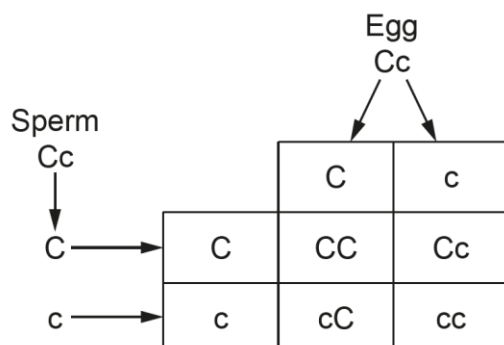
Candidates who did well on this section generally did the following:

- underlined key words
- showed working out for calculations next to the relevant questions
- showed evidence of working through the distractors methodically by crossing out answers which were incorrect.

Question 1

- 1 The diagram shows a genetic cross for inheriting cystic fibrosis.

Cystic fibrosis is a recessive inherited condition.



What percentage of the offspring will have cystic fibrosis?

- A 0%
- B 25%
- C 75%
- D 100%

Your answer

[1]

Most candidates identified B as the correct answer. The most common incorrect answer was C (75%). This indicates that some candidates think that one recessive allele is enough for a person to have a disease.

Question 2

- 2 Which pathway shows how nitrates are used by plants to make proteins?

- A Nitrates → amino acids → proteins
- B Nitrates → carbohydrates → proteins
- C Nitrates → DNA → proteins
- D Nitrates → fatty acids → proteins

Your answer

[1]

Question 3

3 Which term describes the interaction between the biotic and abiotic factors in the environment?

- A Community
- B Ecosystem
- C Habitat
- D Species

Your answer

[1]

Question 4

4 Water is recycled in the environment.

Which process **increases** the level of water in the atmosphere?

- A Condensation
- B Precipitation
- C Translocation
- D Transpiration

Your answer

[1]

Question 5

5 New drugs are tested in clinical trials.

A placebo looks like the drug being tested but has no medical effect.

Which row is the correct description for a **double-blind placebo trial**?

	All patients receive the drug	Patient and doctors know who takes the drug
A	no	yes
B	no	no
C	yes	yes
D	yes	no

Your answer

[1]

Question 6

6 Cardiovascular disease can be treated in different ways.

The table shows some treatments for cardiovascular disease.

Treatment	Description
Heart bypass	A blood vessel is removed from another part of the body and used to replace the part of the coronary artery that is blocked.
Heart transplant	A new heart from a donor is inserted.
Statins	A pill is ingested which reduces cholesterol levels in the blood.
Stent	A small tube is inserted to open up a narrowed blood vessel.

Which treatment is most likely to prevent the coronary arteries from further narrowing?

- A Heart bypass
- B Heart transplant
- C Statins
- D Stent

Your answer

[1]

Question 7

7 Which statement about donor embryonic stem cells is **correct**?

- A They are clones of the patient's own cells.
- B They can divide without replication of DNA.
- C They differentiate into only one cell type.
- D They may be attacked by the patient's immune system.

Your answer

[1]

Question 8

- 8 Which statement is **not** true about random sampling using a quadrat?
- A A random-number generator can be used.
 - B Coordinates are used to select sample areas.
 - C It can be used to estimate how many of each species is present in a habitat.
 - D It can be used to study the distribution of organisms along a transect line.

Your answer

[1]

Question 9

- 9 The diameter of a bacterium is $0.540\text{ }\mu\text{m}$. The diameter of a virus is $0.054\text{ }\mu\text{m}$.

By how many orders of magnitude is the diameter of the bacterium larger compared to the virus?

- A 0.486
- B 1.00
- C 4.86
- D 10.0

Your answer

[1]

All students attempted the question although it proved challenging for the majority. The most common incorrect answer was D which indicated a lack of understanding of the key word 'magnitude'. Many candidates showed working out of $0.540 / 0.054$ to give an answer of 10.

Question 10

10 Which statement describes a source of **systematic error** that could take place during an investigation?

- A** A person's reaction speed can affect timing measurements.
- B** Readings on a mass balance can vary with air currents.
- C** Room temperature varies throughout the investigation.
- D** Using a pH meter that is wrongly calibrated.

Your answer

[1]

Section B overview

Section B consisted of structured questions ranging from 1 to 6 marks, assessing AO1 (knowledge and understanding), AO2 (application of knowledge and understanding) and AO3 (the ability to analyse information and ideas). Candidates appeared to have performed better with AO1 style questions and the graph than when they were asked to apply knowledge to a particular context. Candidates appeared to have enough time to complete the paper.

Question 11 (a) (i)

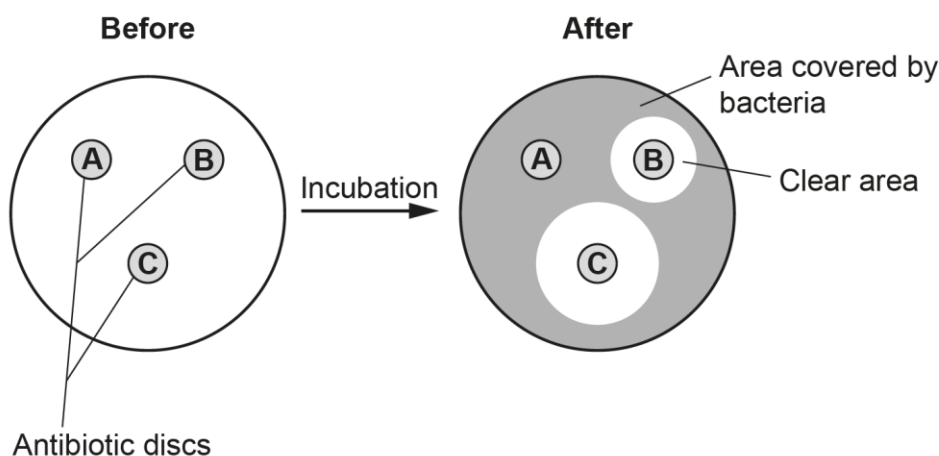
11

- (a) A student wants to find how effective three antibiotics are for treating a range of bacterial infections.

This is their method:

- Spread bacteria across an agar plate.
- Soak discs with different antibiotics (**A**, **B** and **C**) and place them on the surface of the agar plate.
- Leave the plate to incubate for 5 days.

The student's results are shown in the diagram.



- (i) Which antibiotics are the most and least effective at inhibiting bacteria growth?

Put a ring around the correct answers.

Most effective antibiotic

A

B

C

Least effective antibiotic

A

B

C

Explain your answers. Use the diagram.

.....

.....

..... [2]

The majority of candidates correctly selected C as the most effective antibiotic and A as the least effective antibiotic and explained why. Most candidates explained this in terms of 'clear area' and 'no clear area' rather than describing the zone of inhibition.

Question 11 (a) (ii)

(ii) Suggest **two** improvements to the method to increase **validity** of the investigation.

- 1
-
- 2
-

[2]

There was some knowledge seen regarding the importance of aseptic technique and using different bacteria. Where candidates understood that the antibiotic should be controlled, they tended to use the word 'amount' rather than 'volume' or 'concentration' which was insufficient for the mark.

Very few students were able to correctly identify two improvements to increase the validity of the data. Candidates did appear to misunderstand the term 'validity' and gave answers which would instead increase the reliability or accuracy of the data.

OCR support



Our language of measurement in context resource can be used with candidates to help familiarise them with terms such as validity, accuracy and precision and the difference between them.

Question 11 (b)

(b) Bacteria are one cause of communicable disease.

Outline the role of the immune system of the human body in defence against disease.

-
-
-
-
-

[2]

Candidates showed secure knowledge of white blood cells and could describe, if not name, the process of phagocytosis. There was some evidence however of students misreading the question and not linking it to the immune system and answering instead about physical defence systems. There was also some confusion regarding antibodies and antigens with some candidates unsure which are found on pathogens and which the body produces.

Question 11 (c) (i)

- (c) Tuberculosis (TB) is caused by bacteria. The bacteria usually attack the lungs.

It is estimated that 8.7 million people develop TB worldwide each year.

1.1 million of these people are estimated to have HIV.

- (i) Calculate the percentage of people who develop TB worldwide each year who are estimated to have HIV.

Percentage % [2]

Most candidates attempted this question. The common error was an upside-down equation which led to an incorrect evaluation. Candidates may benefit from some practice of percentage calculations in different contexts.

Question 11 (d)

- (d) Antibiotics are developed to kill bacteria.

Bacteria have appeared that antibiotics can not kill.

Explain how bacteria could have evolved to become antibiotic resistant.

Use ideas about **natural selection**.

.....

.....

.....

.....

..... [3]

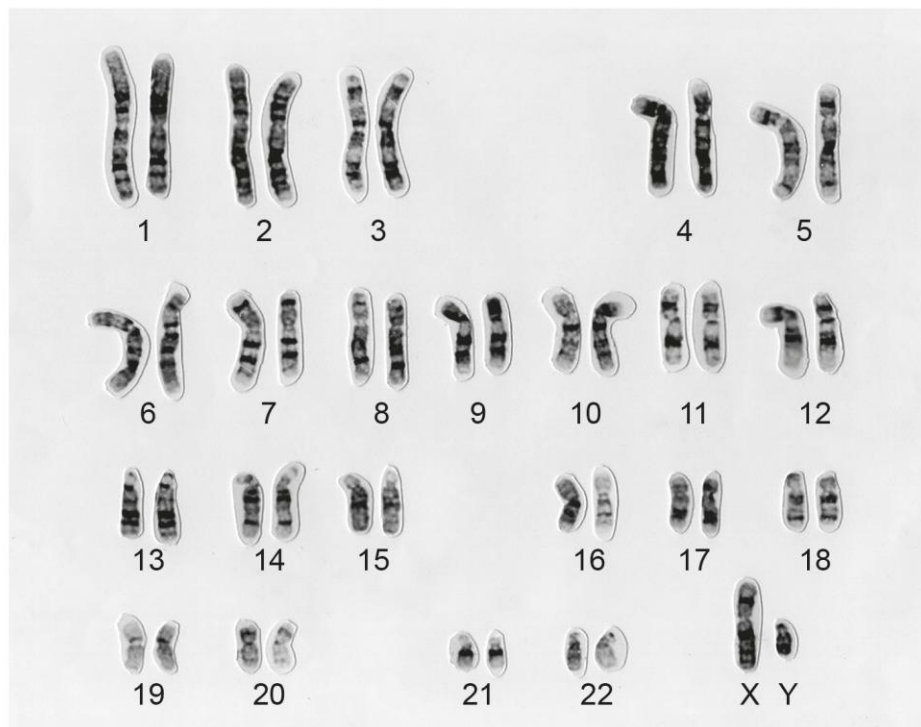
The highest achieving candidates made it clear how the bacteria had become resistant and that only the bacteria that had the mutation, which made them resistant to the antibiotic, survived. There was evidence that some candidates struggled to communicate their ideas effectively and link their knowledge of natural selection to the context given. There was also some confusion around how bacteria reproduce with some candidates writing about bacteria reproducing together.

Question 12 (b) (i)

(b) **Fig. 12.1** shows a photograph of all the chromosomes in one human cell.

This is called a karyotype.

Fig. 12.1



(i) Complete the sentences about human genetics.

Use words from the list.

alleles	amino acids	gametes	genome
mutations	nucleus	proteins	recessive

The entire genetic material of an organism is called the

Different versions of a gene are called

All variants arise from in DNA.

[2]

All candidates attempted this question. Where candidates were given one mark it was most commonly for the first blank being correctly answered. Many candidates also correctly completed the second blank. The most commonly incorrect answer in the third blank was 'amino acids or 'protein'.

Question 12 (b) (iii)

(iii) Fig. 12.2 shows the karyotype of a human who has a genetic condition called Down's Syndrome.

Fig. 12.2



Identify what causes Down's Syndrome.

Use **Fig. 12.2** in your answer.

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

Most candidates attempted the question and knew that Down's syndrome is caused by an extra chromosome. Some candidates were given the mark as they had written this on the answer line and then showed they had used Fig 12.2 by circling or highlighting chromosome 21. However, many candidates did not use Fig 12.2 in their answer as requested and so were not given the mark.

Question 13 (a)

13 Anastrozole is a drug that has been used in the treatment of breast cancer for many years.

It is now approved for use in healthy people to try and prevent breast cancer developing.

(a) The female hormone oestrogen stimulates the growth of breast tissue.

Anastrozole reduces levels of the hormone oestrogen.

Explain why anastrozole prevents breast cancer developing.

.....

.....

.....

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

Most candidates attempted this question, but it proved challenging for the majority. Where candidates were given 1 mark it was most commonly for the idea that there was less growth of breast tissue. Many candidates simply stated the stem in reverse, e.g. less oestrogen to stimulate growth of breast tissue. Some were able to link cancer to a mutation but not the idea that more cell division increases the risk of mutations.

Question 14 (a)* and (b)

- 14** Dogs have been bred by humans for thousands of years. Humans breed the dogs to be pets and to help in the workplace.

One way this is done is by selective breeding.

- The American hairless terrier has no hair and a friendly nature.
- German shepherd dogs have thick fur, are intelligent, powerful and have a strong sense of smell.

The images of dogs has been removed due to third party copyright restrictions

American hairless terrier

German shepherd dog

- (a)*** Discuss the selective breeding of these two types of dogs.

Include in your answer:

- how selective breeding is done
- the benefits to humans of producing these two types of dogs.

.....

.....

.....

.....

.....

.....

..... **[6]**

- (b) The mass of German shepherd dogs has been increased over time by selective breeding.

The table shows the mean mass of male German shepherd dogs in 1915 and 2024.

Year	Mean mass of male German shepherd dog (kg)
1915	24.95
2024	35.83

Calculate the percentage increase in mean mass of the male German shepherd from 1915 to 2024.

Give your answer to **2** significant figures.

Percentage increase % **[3]**

All candidates attempted this question, and most candidates demonstrated some understanding of selective breeding. Some candidates got confused with genetic engineering but were able to access some of the marks as they showed understanding of the benefit to humans of breeding dogs with the characteristics described in the stem. Some candidates gave a limited description of selective breeding using phrases such as 'and so on....' instead of stating that the process is repeated over many generations. Some gave detailed descriptions linking the useful characteristics to alleles and explaining how these were passed down to offspring. Some candidates did limit themselves by only addressing one part of the question. They either explained the process of selective breeding or described the benefits to humans of the characteristics as stated in the stem. Some tried to address both parts of the question but simply copied the information in the stem rather than linking the characteristics to the benefits they offer to humans.

Exemplar 1

- (b) The mass of German shepherd dogs has been increased over time by selective breeding.

The table shows the mean mass of male German shepherd dogs in 1915 and 2024.

Year	Mean mass of male German shepherd dog (kg)
1915	24.95
2024	35.83

Calculate the percentage increase in mean mass of the male German shepherd from 1915 to 2024.

Give your answer to **2** significant figures.

$$\frac{24.95}{35.83} \times 100 = 69.63$$

Percentage increase **70** % **[3]**

The working out in Exemplar 1 shows clearly how the student arrived at the answer 70. 70 is their answer to the calculation correctly rounded to 2 significant figures and so was credited marking point 3 as well.

Question 15 (a)

15 Sourdough bread is made using a culture that contains yeast and bacteria.

- The yeast uses glucose supplied by the bacteria to carry out fermentation and make ethanol and carbon dioxide.
- The carbon dioxide bubbles make the dough rise.
- The bacteria depend on the yeast for amino acids.

(a) Bacteria and yeast are in an interdependent relationship.

What is the name of this type of relationship?

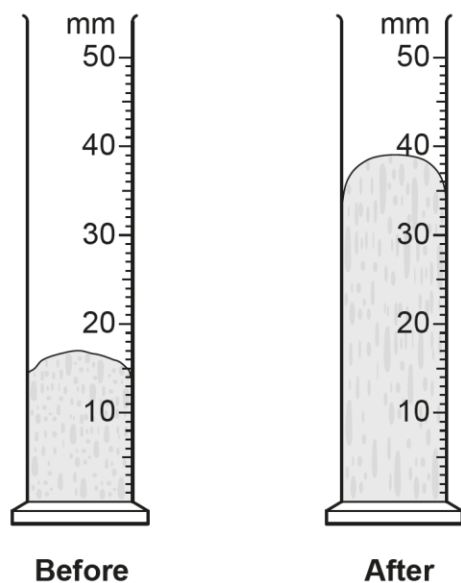
..... **[1]**

Most candidates attempted this question, but it proved challenging for many. Some candidates simply copied out 'interdependent', perhaps not having read the question properly, others gave alternative words in the English language for 'mutual' and some simply had a guess.

Question 15 (b) (i)

(b) Some students investigate the effect of temperature on the rate of fermentation of dough.

They measure the increase in height of the dough after 1 hour.



(i) State the independent variable, dependent variable and a control variable in this investigation.

Type of variable	Correct variable
Independent	
Dependent	
Control	

[2]

Exemplar 2

Type of variable	Correct variable
Independent <i>control change</i>	<i>.....The temperature.....</i>
Dependent <i>Measure</i>	<i>.....Increase in height of the dough.....</i>
Control <i>stays the same</i>	<i>.....The time taken to measure it - 1 hour.....</i>

Dairy Milk Ice Cream

Exemplar 2 shows a high-level response. There is evidence of the candidate first processing what independent, dependent and control variables are. They then answered with the level of detail required and so were credited 2 marks. One mark was generally given to students on this question for correctly identifying temperature as the independent variable. Some students while clearly understanding the terms dependent and control variables did not give the level of detail required. For example, for the dependent variable, just stating 'height of dough' rather than 'increase in height of dough' or 'height of dough at the end/after 1 hour'. Similarly, for the control 'amount of dough' rather than 'volume/mass of dough at the start'.

Question 15 (b) (ii)

The table shows the students' results.

Temperature (°C)	Increase in height of dough left for 1 hour (mm)			
	Trial 1	Trial 2	Trial 3	Mean
10	3	5	2	3
20	12	12	15	13
30	25	27	26	26
40	35	40	38	38
50	30	28	29	29

(ii) Plot the mean results from the table onto the grid.

Choose a suitable scale for both axes.

[3]

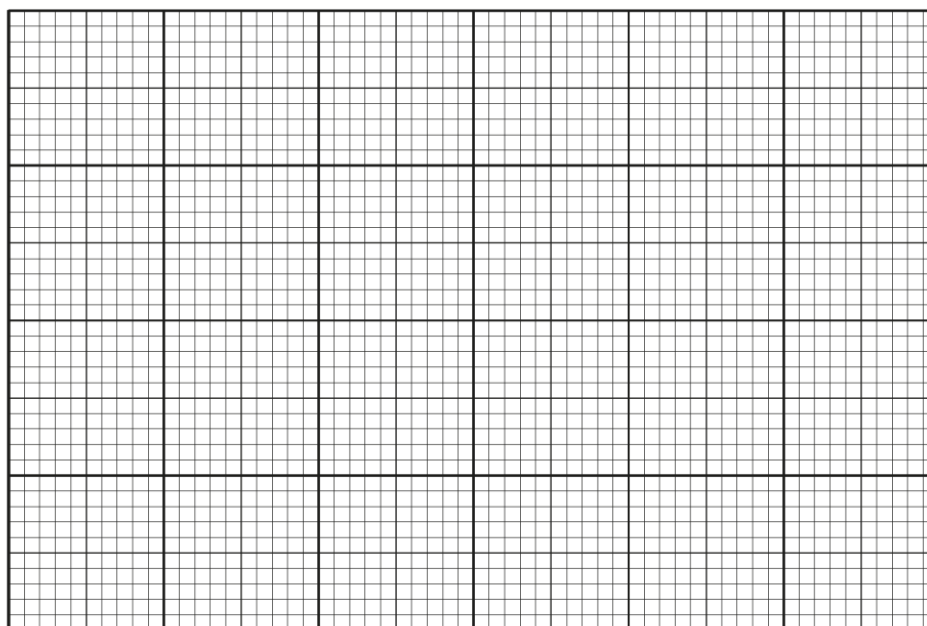
All candidates attempted this question, and most were credited 2 or 3 marks. There was clear understanding shown in linear scales and using at least half the paper available.

Question 15 (b) (iii)

(iii) Draw a curve of best fit through the points.

[1]

Mean
increase in
height (mm)



Temperature (°C)

All candidates attempted the line of best fit with approximately half being credited 1 mark. Many candidates are still drawing dot to dot lines or drawing many lines or thick lines over their points.

Question 15 (c) (i)

(c) A student looks at the table of results and concludes:

‘The optimum temperature for all sourdough fermentation is 40 °C.’

(i) Explain how the results support this conclusion.

Include data.

.....

.....

.....

..... [2]

All candidates attempted this question, and the majority were credited one mark for the idea that the dough rose the most as 40 °C. A few students spotted that this was the case in all the trials.

Question 15 (c) (ii)

(ii) Explain why the results **do not** support this conclusion.

.....

.....

.....

..... [2]

Candidates found this question challenging with very few being credited two marks, and less than half being credited 1 mark. There was evidence that some candidates struggled to effectively communicate their ideas. Where a mark was given, it was generally for the idea that a narrower temperature range should be tested with some examples of temperatures being stated.

Question 15 (d)

(d) The bacteria in sourdough produces lactic acid which gives the dough its sour taste.

The production of this lactic acid slows down the growth of food-borne pathogens in the sourdough bread.

Explain why.

.....

.....

.....

..... [2]

Candidates found this question extremely challenging. Where a mark was given, it was generally for the idea that lactic acid is toxic. Very few candidates were able to link the idea of the acid to enzymes so did not access the first three marking points.

Question 16 (a)

16 Malaria infections can be visually identified using a blood smear.

The image shows red blood cells infected by the malarial protist.

**The image of infected red blood cells
has removed due to third party
copyright restrictions**

(a) Suggest **one other** way specific pathogens are identified.

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

Candidates found this question challenging. Many simply stated the idea of a blood test or a microscope.

Question 16 (b)

(b) In humans, the malarial protist reproduces inside red blood cells. This causes the haemoglobin to be digested.

Explain why this will make an infected person feel unwell.

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

There was secure knowledge demonstrated here of the function of red blood cells. Many candidates were able to link the digestion of haemoglobin to less oxygen being carried around the body. Some of the more successful candidates were able to link this further to less respiration taking place. There was some misconception around candidates thinking that digestion can only occur in the stomach and so the digestion of haemoglobin would take place in the stomach and therefore make the person feel sick.

Question 16 (c)

(c) The malaria protist can reproduce asexually by mitosis.

At a different point in its lifecycle, the malaria protist reproduces sexually by meiosis.

State **three** differences between mitosis and meiosis.

	Mitosis	Meiosis
1		
2		
3		

[3]

Exemplar 3

	Mitosis	Meiosis
1	 Produces 2 no daughter cells	 Produces 4 daughter cells
2	 Cells ^{produced} are genetically identical	 Cells are produced are genetically unique
3	 Cells are divided once	 Cells are divided twice

Secure knowledge of mitosis and meiosis was seen among the higher performing candidates. This exemplar shows a high-level answer. They have clearly stated that the cells are 'genetically identical' and 'genetically unique' rather than just the same and different as well as stating two other differences and so were credited 3 marks.

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