



**Specification**

**Entry Level Certificate**

# **Art and Design**

**Cambridge OCR Entry Level Certificate  
in Art and Design**

**R310**

For first assessment in 2017



## About our new name

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**As of September 2025, our name is Cambridge OCR.**

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via [Teach Cambridge](#).

**Important:** We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

## Are you using the latest version of this specification?

The latest version of our specifications will always be on [our website](#) and may differ from printed versions. We will inform centres about changes to specifications.

## 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 [support@ocr.org.uk](mailto:support@ocr.org.uk) or visit our [feedback page](#) to learn more about how you can help us improve our qualifications.



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



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



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

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# 1 Why choose an OCR Entry Level Certificate in Art and Design?

## 1a. Why choose an OCR qualification?

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Choose OCR and you have got the reassurance that you are working with one of the UK's leading exam boards. Our new Entry Level Certificate in Art and Design has been refreshed to fit with reformed GCSE (9–1) Art and Design qualifications to provide learners with a qualification that's relevant to them and meets their needs.

We are part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A levels, GCSEs, vocational courses, and other academic options to schools, colleges, workplaces, and other organisations.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We have created teacher-friendly specifications that are designed to be straightforward and accessible so

that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

Our Entry Level Certificate in Art and Design is made up of 100% internally assessed tasks. The flexibility allowed through this approach to assessment will allow you to take any issues into account in your planning that may affect your learners' performance.

We provide support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A Teacher's Handbook
- Exemplar materials for the Portfolio and Externally set task
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.

All Entry Level Certificate qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's Entry Level Certificate in Art and Design is QN603/0285/9.

## 1b. Why choose an OCR Entry Level Certificate in Art and Design?

OCR's Entry Level Certificate in Art and Design provides learners with creative, exciting and practical opportunities to develop their artistic skills through their individual exploration of art, craft and design.

It enables learners to develop creativity, imagination, communication and practical skills, and to express ideas, feelings and meanings through art, craft and design.

This qualification offers five different areas of study for centres to choose from. These cover the depth and breadth of Art and Design by providing options to use traditional methods as well as digital technology.

The qualification is ideal to enable learners of all abilities to access a qualification and grow in

confidence. It also provides learners with a perfect opportunity to progress onto further educational pathways such as GCSE (9–1) or vocational qualifications in Art and Design.

The qualification builds on the foundations and skills gained through the Key Stage 3 curriculum.

The qualification could be structured in order to facilitate co-teaching in classroom environments, allowing centres to deliver both the Entry Level Certificate and GCSE (9–1) qualifications alongside each other in mixed-ability classes.

It can also be delivered to Year 8 and 9 learners as a progression through to GCSE (9–1).

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### Aims and learning outcomes

OCR's Entry Level Certificate in Art and Design will encourage learners to:

- engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as reflective thinkers
- develop creative and imaginative capabilities when experimenting and making images, artefacts and products
- become more confident in taking risks and learn from experience when exploring and experimenting with ideas, media, materials and techniques
- develop clear understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals to achieve personal outcomes
- acquire and develop skills through working with a range of media, materials and techniques
- develop an awareness of the purposes and functions of art, craft and design in a variety of contexts appropriate to learners' own work
- demonstrate safe working practices in art, craft and design.

## 1c. What are the key features of this specification?

OCR's Entry Level Certificate in Art and Design has been designed to be co-teachable with our GCSE (9–1) Art and Design qualification to offer a coherent package for you and your learners.

We understand that learners for this Entry Level qualification may come from a diverse range of learning environments. With this in mind, our Entry Level Certificate in Art and Design is designed to be as flexible as possible.

There are two areas of assessment:

- Portfolio
- Externally set task.

We understand that learner progression is key when considering a specification of this type. With this in mind the Entry Level Certificate in Art and Design has been designed to give learners experience of the

components in the GCSE (9–1), at a more appropriate level.

This specification enables learners to progress at their own pace so that they can develop their knowledge and skills and be put forward for the assessment when they are ready. It is designed to be accessible and relevant, and to provide learners with recognition for their achievements.

This specification will enable learners to develop:

- creative and imaginative skills
- confidence when working with art, craft and design materials and techniques
- investigative, analytical, experimental, practical, technical and expressive skills
- safe working practices in art, craft and design.

## 1d. What is new in OCR Entry Level Certificate in Art and Design

This section highlights the differences between the Entry Level Certificate in Art and Design for first

teaching in 2016 and this new version for first teaching from September 2017:

What stays the same?	What's changing?
<ul style="list-style-type: none"><li>Learners have the opportunity to develop knowledge, skills, understanding, creativity and imagination through the medium of art, craft and design.</li><li>This specification offers learners the opportunity to work in both traditional and new/digital media.</li><li>The Entry Level specification can be taught simultaneously with the new GCSE (9–1) specification or as an additional/progression route</li><li>It can also be used as an extra qualification for learners expected to gain a GCSE (9–1) at lower grades.</li></ul>	<ul style="list-style-type: none"><li>The Entry Level specification mirrors the GCSE (9–1) qualification structure.</li><li>The Assessment Objectives in this specification will align with the new GCSE (9–1) Art and Design</li><li>Learners explore five of the artistic areas of study that are included in the new GCSE (9–1) Art and Design enabling co-teaching.</li><li>Variety for delivery of all tasks, including the option to cover different areas of study.</li><li>Moderated upload and moderated postal submission of assessments.</li></ul>

## 1e. How do I find out more information?

If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Find out more?

Ask our Subject Advisor:

Email: [art&design@ocr.org.uk](mailto:art&design@ocr.org.uk)

Customer Contact Centre: 01223 553998

Twitter: [@OCR\\_ArtDesign](https://twitter.com/OCR_ArtDesign)

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

## 2 The specification overview

### 2a. OCR's Entry Level Certificate in Art and Design (R310)

Learners must complete all tasks which make up 100% of the assessment.

#### Content Overview

Learners produce a portfolio of work developed from personal and/or centre-devised starting points/briefs/scenarios or stimuli.

Learners select **one** theme from a list of OCR set themes to which they produce a personal response. The briefs are set for the lifetime of the specification.

Learners require a **ten**-hour supervised time period in which to work on realising their ideas to outcome(s). However, teachers may use their discretion as to the timing, depending on the needs of individual learners.

#### Assessment Overview

Portfolio

60 Marks

Set by Centre

Internally-assessed  
Externally-moderated

**60%**  
of total  
Entry Level  
Certificate

Externally set task

40 Marks

10 hours

Internally-assessed  
Externally-moderated

**40%**  
of total  
Entry Level  
Certificate



## 2b. Content of Art and Design: Portfolio

Learners need to produce work that demonstrates a personal response to starting points, briefs, scenarios or stimuli.

**Centres must set their own starting points, briefs, scenarios or stimuli or allow learners to choose appropriate personal starting points.**

Guidance on the areas of study can be found in the Teacher's Handbook. This will cover material choice and the areas of study that learners can take to achieve the Entry Level Certificate.

The areas of study available for these tasks are:

- Fine Art
- Graphic Communication
- Photography
- Textile Design
- Three-Dimensional Design

Learners should be encouraged to explore processes, materials and techniques that are appropriate to the chosen areas of study, in a range of practical ways.

OCR-produced exemplar material is provided to help centres design and set their own starting points, briefs, scenarios or stimuli but this material **must not** be used for assessment purposes.

The Teacher's Handbook and exemplar material will be available on our website from September 2017.

Learners' work within the portfolio should provide evidence of meeting all assessment objectives.

For the purposes of assessment, learners will provide evidence of all the assessment objectives through the careful selection, organisation and presentation of their work. The portfolio should be viewed holistically and judgements regarding the extent to which all of the assessment objectives have been met should be made across the portfolio as a whole.

The portfolio will consist of a sustained project, theme or course of study. It may be presented in an appropriate format for the area of study using, for example, annotated sketchbooks, mounted sheets, maquettes, prototypes, scale models or written work.

## 2c. Content of Art and Design – Externally set task

The areas of study available for the Externally set tasks are:

- Fine Art
- Graphic Communication
- Photography
- Textile Design
- Three-Dimensional Design

Learners should be encouraged to explore processes, materials and techniques that are appropriate to the chosen areas of study, in a range of practical ways.

For this task, centres will give learners a choice of themes to respond to, taken from a list available on the OCR website. This list of themes will be available from September 2017 and will last for the lifetime of the specification.

The Externally set task will give learners a choice of themes; each theme has a choice of written and/or visual starting points or stimuli. From this paper, learners are expected to choose **one** option for which they will generate an appropriate personal response of one or more outcome(s).

OCR will also be producing exemplar materials for the Externally set task.

Learners must produce an outcome(s) based entirely on one theme, applying skills gained during the course of study.

Learners must be given a preparatory period during which they will research, plan and develop ideas for their own response to the theme they have chosen. Learners can continue to work on their preparatory work until the first period of supervised time commences, after which, preparatory work must not be amended or developed further. Learners can refer to their preparatory work during the 10-hour supervised time period. Learners **must not** do or bring any additional work into any of the supervised sessions.

Teachers may use their discretion as to the timing of the assessment, depending on the needs of individual learners.

Following the commencement of the 10-hour supervised time period:

- each learner's preparatory materials/work are stored securely by a centre
- a learner may not alter his or her preparatory materials/work
- each learner is allowed to access his or her preparatory materials/work only while taking the assessment. Learners must not do additional work between the supervised sessions
- no learner is allowed access to any other learner's preparatory materials/work.

## 2d. Summary of Areas of Study

Learners may choose to work in one of the following areas of study.

	Areas of Study
Fine Art	<ul style="list-style-type: none"><li>• Drawing</li><li>• Installation</li><li>• Photography</li><li>• Mixed-media</li><li>• Printing</li><li>• Painting</li><li>• Sculpture</li></ul> <p>Work is not limited to one area of study.</p>
Graphic Communication	<ul style="list-style-type: none"><li>• Advertising</li><li>• Design for print</li><li>• Illustration</li><li>• Multi-media</li><li>• Package design</li><li>• Signs and symbols</li><li>• Lettering</li></ul> <p>Work is not limited to one area of study.</p>
Photography	<ul style="list-style-type: none"><li>• Documentary photography</li><li>• Photo-journalism</li><li>• Studio photography</li><li>• Location photography</li><li>• Experimental imagery</li><li>• Installation</li><li>• Moving image</li></ul> <p>Work is not limited to one area of study.</p>
Textile Design	<ul style="list-style-type: none"><li>• Constructed textiles</li><li>• Digital textiles</li><li>• Dyed fabrics</li><li>• Printed fabrics</li><li>• Fashion design</li><li>• Soft furnishings</li><li>• Installed textiles</li><li>• Stitched and/or embellished textiles</li></ul> <p>Work is not limited to one area of study.</p>
Three-Dimensional Design	<ul style="list-style-type: none"><li>• Architectural design</li><li>• Interior design</li><li>• Product design</li><li>• Sculpture</li><li>• Jewellery and body adornment</li><li>• Ceramics</li></ul> <p>Work is not limited to one area of study.</p>

## 2e. Core content of Entry Level Art and Design

The following core content outlines the scope, context, approaches, skills and knowledge and understanding which underpin Art and Design across the suite of qualifications.

<b>Scope and Context</b>	<p>The specification is designed to encourage, enable and inspire learners to:</p> <ul style="list-style-type: none"><li>• actively engage with the creative processes of art, craft and design</li><li>• develop, through their studies, to be reflective thinkers with enquiring minds</li><li>• become effective and independent learners through the study of art, craft and design</li><li>• develop their creative and imaginative capabilities when exploring, creating and producing their outcomes</li><li>• develop confidence in taking risks and learning from their experiences through exploring and experimenting with ideas, processes, materials, techniques, digital and non-digital media</li><li>• develop understanding through their work of personal interpretation, considered selection of sources through an investigation process</li><li>• develop and refine their ideas to show that they have understood the context of their work</li><li>• work with an appropriate range of media, materials, techniques, processes and technologies which are suitable to the area of study they have chosen</li><li>• develop knowledge and understanding of art, craft and design in historical and contemporary contexts</li><li>• develop an awareness of the different work practices and roles of the creative and cultural industries in the production of art, craft and design</li><li>• identify and acknowledge all sources used during their research of books, journals and websites</li><li>• demonstrate safe working practices in art, craft and design.</li></ul>
<b>Approaches</b>	<ul style="list-style-type: none"><li>• Learners use a range of materials and techniques along with a variety of approaches to produce work.</li><li>• Learners may use any chosen digital and non-digital media or a combination of both.</li><li>• Learners develop contextual understanding to support practical work.</li><li>• Learners should use drawing skills for different needs and purposes, to support the development process as appropriate.</li></ul>

<b>Core Skills</b>	<p>All learners following this specification must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and analysing sources</li> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• record their ideas, observations, insights and judgements, visually and where appropriate, use written annotation as work progresses</li> <li>• use visual language as appropriate to their own creative intentions through effective and safe use of:             <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul> </li> <li>• realise outcomes through the sustained application of the creative process.</li> </ul>
<b>Core Knowledge and Understanding</b>	<p>Learners are required to show knowledge and understanding through practical skills in the development of ideas. This may include:</p> <ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies, cultures and issues</li> <li>• other relevant sources researched by the learner</li> <li>• the ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including:             <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• tone</li> <li>• texture</li> </ul> </li> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative outcomes.</li> </ul>



## 2f. Prior knowledge, learning and progression

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- No prior learning of the subject is required.
- Progression – this Entry Level Certificate is a general qualification designed to enable learners to progress either directly to employment or to foundation level courses.
- The progress made by some learners during the course might be suitable to enable them to transfer to GCSE (9–1) Art and Design or vocational qualifications in Art and Design.

There are a number of Art and Design qualifications offered by OCR. Find out more at [www.ocr.org.uk](http://www.ocr.org.uk)

## 3 Assessment of Entry Level Certificate in Art and Design

### 3a. Forms of assessment

OCR's Entry Level Certificate in Art and Design consists of tasks that are assessed by the centre and externally moderated by OCR.

#### Portfolio

60% of total marks

60 marks

Centres set brief/task.

Learners respond to a centre-set task which will demonstrate their ability to realise their design intentions.

Learners will develop the ability to communicate their developmental studies and practical skills through producing a final outcome.

For this task, a theme is set by the centre. Learners are required to produce a portfolio of work that demonstrates a personal response to the centre-set brief.

Learners must develop ideas through investigation and demonstrate critical understanding of sources from a given starting point. Learners must provide evidence of progression from initial ideas to their own personal final outcome(s) or response(s).

Learners are required to demonstrate their ability to discover and refine source material through research skills. This contextual information must then clearly influence their initial design ideas.

Learners must record ideas, observations and insights relevant to their personal intentions as work progresses.

Learners must refine their work by exploring ideas and experimenting with media appropriate to their area of study.

Learners select appropriate art and design techniques which will demonstrate their ability to realise their own personal final outcome(s) or response(s).

Learners, with guidance from their teacher, must then select, organise and present this evidence which demonstrates the best of their achievement across all four Assessment Objectives, through appropriate means.

Guidance should be given to learners about availability and choice of materials, health and safety, and avoidance of plagiarism.

3

### Externally set task

40% of total marks

40 marks

10 hour supervised time period

Learners undertake one themed personal response to a starting point. The starting points are set by OCR.

Learners will select one starting point from a choice of themes. These themes are available for centres on the OCR website.

The list of themes will be available from September 2017 and will last for the duration of the specification.

If you are co-teaching this Entry Level Certificate with the GCSE (9–1) we recommend that your learners complete this work alongside the GCSE (9–1) 'Externally set task'.

Teachers should discuss the task options with learners.

The task will give learners a choice of themes in the form of written and/or visual starting points, briefs, scenarios or stimuli. From this list, learners will choose **one** theme to which they will generate an appropriate personal response for assessment. It is recognised that teachers will arrange support appropriate to the learners' requirements.

Learners must be given a preparatory period during which they will research, plan and develop ideas for their own personal response to the starting point or brief they have chosen. Guidance should be given to learners about availability and choice of materials, health and safety, and avoidance of plagiarism. It should be remembered that learners are required to reach their **own** judgements, conclusions and outcome(s), and must work independently to produce their personal response.

Centres may determine the amount of time for preparatory study prior to learners undertaking the task.

The work should be carried out in the centre during normal teaching time.

Learners require 10-hours supervised time period to realise their personal response. The 10-hours can be divided into a number of sessions and timetabled to suit the centre.

### 3b. Assessment objectives (AO)

There are four Assessment Objectives in OCR's Entry Level Certificate in Art and Design. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work.
AO2	Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.
AO3	Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.
AO4	Present a personal and meaningful response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.

### AO weightings in OCR Entry Level Certificate in Art and Design

The relationship between the Assessment Objectives and the tasks are shown in the table below:

Assessment	% of overall Entry Level Certificate in Art and Design (R310)				Total
	AO1	AO2	AO3	AO4	
Portfolio	15	15	15	15	60%
Externally set task	10	10	10	10	40%
<b>Total</b>	25	25	25	25	100%

### 3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study

and assessment. The total qualification time for Entry Level Certificate in Art and Design is 120 hours. The total guided learning time is 120 hours.

### 3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures /

Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

### 3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

### 3f. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

This specification will be certificated from the June 2017 examination series onwards.

### 3g. Retaking the qualification

Learners can retake the qualification as many times as they wish.

They retake all components of the qualification.

### 3h. Internal assessment tasks

All internal assessment tasks are set as follows.

Assessment	Set by Centre	Set by OCR
Portfolio	✓	
Externally set task		✓

The Portfolio exemplar material, the Externally set task and exemplar material can be found on the [OCR Art and Design website](#) from September 2017.



### 3i. Non-exam assessment – marking criteria

Work submitted for the Entry Level Certificate in Art and Design should reflect the standard expected for a learner after a full Entry Level course of study.

All work for OCR's Entry Level in Art and Design is internally-assessed and externally-moderated.

Learners' work should be marked by the centre assessor according to the marking criteria in the relevant table, using a 'best-fit' approach.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

Teachers should use their professional judgement in selecting band descriptors that best describe the work of the learner to place them in the appropriate band for each assessment objective.

To select the most appropriate mark in the band descriptor, teachers should use the following guidance:

- where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- where the learner's work *adequately* meets the statement, the most appropriate mark in the middle of the range should be awarded
- where the learner's work *just* meets the statement, the lowest mark should be awarded.

Centre assessors should use the full range of marks available to them and award full marks in any band for work which fully meets that descriptor.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a task then the learner should be indicated as being absent from that task. If a learner completes any work at all for the task then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero. A mark of zero should be awarded where there is no response to an item or task, or no response worthy of credit.

The theme for the Portfolio is set by the individual centre. It assesses all four Assessment Objectives. The Portfolio is worth a total of 60 marks.

The Externally set task is delivered as one project in response to a single starting point. The themes are set by OCR. It assesses all four Assessment Objectives.

Teachers may use their discretion as to the timing of the assessment, depending on the needs of individual learners. The Externally set task is worth a total of 40 marks.

For guidance on course planning please refer to the Teacher's Handbook. This will be available on our website from September 2017.

## Internal assessment marking grid – Portfolio

Portfolio				
Assessment Objective	AO1 Develop	AO2 Refine	AO3 Record	AO4 Present
<b>Band 1: 1–5 marks</b>	<p>Undertakes limited investigations that provide relevant links to the development of the learner’s informed ideas.</p> <p>Idea creation is limited by the collection of contextual material. Instinctive response to the work of others from differing times and places, through a range of styles and approaches. Relevance of relationship is limited and approach may not always be apparent in practical work.</p> <p>Demonstrates a limited understanding of source material used for research, showing attempted cultural understanding.</p>	<p>Shows attempts at refinement of ideas in simple forms.</p> <p>Demonstrates an attempt to experiment with media, materials, techniques and processes.</p> <p>Shows limited ability to select resources independently; choice of resources is minimal and these often vary in quality of application and control.</p> <p>An attempt is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes.</p>	<p>Demonstrates an uneven ability to record observations and insights.</p> <p>Demonstrates attempted understanding through observations and insights that are disconnected from intentions.</p> <p>Ideas and observations for different purposes are put across instinctively with attempts made to vary purpose.</p> <p>Additional research and source material may be in evidence, intending to support instinctive final ideas.</p>	<p>Attempts to present an informed and meaningful personal response, showing minimal critical and analytical understanding.</p> <p>Demonstrates attempted realisation of intentions.</p> <p>The presentation of a conclusion may not relate fully to initial ideas or to purpose.</p>

Assessment Objective	AO1 Develop	AO2 Refine	AO3 Record	AO4 Present
<b>Band 2:</b> <b>6–10 marks</b>	<p>Undertakes purposeful investigations that provide relevant links to the development of the learner’s informed ideas.</p> <p>Idea creation is purposeful and influenced by the collection of contextual material. Purposeful response to the work of others from differing times and places, through a range of styles and approaches. Relevance of relationship is coherent and informs the development of practical work.</p> <p>Demonstrates a good understanding of a range of source material used for research, showing responsive cultural understanding.</p>	<p>Shows a coherent refinement of ideas.</p> <p>Demonstrates some ability to experiment with a range of media, materials, techniques and processes.</p> <p>Shows some ability to select resources independently; choice of resources is purposeful and usually appropriate.</p> <p>A considered attempt is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes.</p>	<p>Demonstrates responsive ability to record observations and insights.</p> <p>Demonstrates responsive understanding through obvious and predictable observations and insights that show some connection to intentions.</p> <p>Ideas and observations for different purposes are expressed creatively with a bold sense of purpose.</p> <p>Additional research and source material may be in evidence and used in a coherent way to support final ideas.</p>	<p>Demonstrates ability to present an informed and appropriate personal response, showing some critical and analytical understanding.</p> <p>Demonstrates a purposeful realisation of intentions.</p> <p>The presentation of a conclusion relates to purpose and initial ideas.</p>

Assessment Objective	AO1 Develop	AO2 Refine	AO3 Record	AO4 Present
<b>Band 3:</b> <b>11–15 marks</b>	<p>Undertakes confident investigations that provide relevant links to the development of the learner’s informed ideas.</p> <p>Idea creation is confident and influenced by the collection of contextual material. Positive response to the work of others from differing times and places, through a range of styles and approaches. Relevance of relationship is well-considered and positively informs the development of practical work.</p> <p>Demonstrates a confident understanding of a range of source material used for research, showing well-considered cultural understanding.</p>	<p>Shows effective and confident refinement of ideas.</p> <p>Demonstrates sound ability to experiment with a range of media, materials, techniques and processes.</p> <p>Selects resources independently; choice of resources is informed, and used with purpose and control.</p> <p>A well-considered attempt is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes.</p>	<p>Demonstrates a confident ability to record observations and insights.</p> <p>Demonstrates confident understanding through informed and relevant observations and insights that show effective connection to intentions.</p> <p>Ideas and observations for different purposes are communicated imaginatively with a strong sense of purpose.</p> <p>Additional research and source material may be in evidence which informs and contributes to the development of practical work.</p>	<p>Demonstrates a confident ability to present an informed and meaningful personal response, showing good critical and analytical understanding.</p> <p>Demonstrates a purposeful and effective realisation of intentions.</p> <p>The presentation of a well-developed conclusion that relates effectively to purpose and initial ideas.</p>

**0 marks – No Response or no response worthy of credit.**

## Internal assessment marking grid – Externally set task

Externally set task				
Assessment Objective	AO1 Develop	AO2 Refine	AO3 Record	AO4 Present
<b>Band 1: 1–4 marks</b>	<p>Undertakes limited investigations that provide relevant links to the development of the learner’s informed ideas.</p> <p>Idea creation is limited by the collection of contextual material. Instinctive response to the work of others from differing times and places, through a range of styles and approaches. Relevance of relationship is limited and approach may not always be apparent in practical work.</p> <p>Demonstrates a limited understanding of source material used for research, showing attempted cultural understanding.</p>	<p>Shows attempts at refinement of ideas in simple forms.</p> <p>Demonstrates an attempt to experiment with media, materials, techniques and processes.</p> <p>Shows limited ability to select resources independently; choice of resources is minimal and these often vary in quality of application and control.</p> <p>An attempt is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes.</p>	<p>Demonstrates an uneven ability to record observations and insights.</p> <p>Demonstrates attempted understanding through observations and insights that are disconnected from intentions.</p> <p>Ideas and observations for different purposes are put across instinctively with attempts made to vary purpose.</p> <p>Additional research and source material may be in evidence, intending to support instinctive final ideas.</p>	<p>Attempts to present an informed and meaningful personal response, showing minimal critical and analytical understanding.</p> <p>Demonstrates attempted realisation of intentions.</p> <p>The presentation of a conclusion may not relate fully to initial ideas or to purpose.</p>



Assessment Objective	AO1 Develop	AO2 Refine	AO3 Record	AO4 Present
<b>Band 2:</b> <b>5–7 marks</b>	<p>Undertakes purposeful investigations that provide relevant links to the development of the learner’s informed ideas.</p> <p>Idea creation is purposeful and influenced by the collection of contextual material. Purposeful response to the work of others from differing times and places, through a range of styles and approaches. Relevance of relationship is coherent and informs the development of practical work.</p> <p>Demonstrates a good understanding of a range of source material used for research, showing responsive cultural understanding.</p>	<p>Shows a coherent refinement of ideas.</p> <p>Demonstrates some ability to experiment with a range of media, materials, techniques and processes.</p> <p>Shows some ability to select resources independently; choice of resources is purposeful and usually appropriate.</p> <p>A considered attempt is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes.</p>	<p>Demonstrates responsive ability to record observations and insights.</p> <p>Demonstrates responsive understanding through obvious and predictable observations and insights that show some connection to intentions.</p> <p>Ideas and observations for different purposes are expressed creatively with a bold sense of purpose.</p> <p>Additional research and source material may be in evidence and used in a coherent way to support final ideas.</p>	<p>Demonstrates ability to present an informed and appropriate personal response, showing some critical and analytical understanding.</p> <p>Demonstrates a purposeful realisation of intentions.</p> <p>The presentation of a conclusion relates to purpose and initial ideas.</p>

Assessment Objective	AO1 Develop	AO2 Refine	AO3 Record	AO4 Present
<b>Band 3: 8–10 marks</b>	<p>Undertakes confident investigations that provide relevant links to the development of the learner’s informed ideas.</p> <p>Idea creation is confident and influenced by the collection of contextual material. Positive response to the work of others from differing times and places, through a range of styles and approaches. Relevance of relationship is well-considered and positively informs the development of practical work.</p> <p>Demonstrates a confident understanding of a range of source material used for research, showing well-considered cultural understanding.</p>	<p>Shows effective and confident refinement of ideas.</p> <p>Demonstrates sound ability to experiment with a range of media, materials, techniques and processes.</p> <p>Selects resources independently; choice of resources is informed, and used with purpose and control.</p> <p>A well-considered attempt is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes.</p>	<p>Demonstrates a confident ability to record observations and insights.</p> <p>Demonstrates confident understanding through informed and relevant observations and insights that show effective connection to intentions.</p> <p>Ideas and observations for different purposes are communicated imaginatively with a strong sense of purpose.</p> <p>Additional research and source material may be in evidence which informs and contributes to the development of practical work.</p>	<p>Demonstrates a confident ability to present an informed and meaningful personal response, showing good critical and analytical understanding.</p> <p>Demonstrates a purposeful and effective realisation of intentions.</p> <p>The presentation of a well-developed conclusion that relates effectively to purpose and initial ideas.</p>

**0 marks – No Response or no response worthy of credit.**

### 3j. Calculating qualification results

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A learner's overall qualification grade for OCR's Entry Level Certificate in Art and Design will be calculated by adding together their marks from the Portfolio and the Externally set task to give their

total mark. This total mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at <http://www.ocr.org.uk/administration>.

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an Entry Level Certificate in Art and Design must be entered for R310.

Entry option		Components		
Entry code	Title	Code	Assessment type	Submission method
R310 A	Art and Design	01	Non-exam assessment	Moderated upload
R310 B	Art and Design	02	Non-exam assessment	Moderated postal

#### Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: <https://www.ocr.org.uk/administration/general-qualifications/assessment/>

## 4b. Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners.

It is important, therefore, that centres identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and OCR.

For further information please read the Joint Council of Qualifications' (JCQ) publication [Access Arrangements and Reasonable Adjustments](#).

There are sections providing eligibility criteria and details relating to the delivery of each access arrangement. Please pay particular attention to Chapter 8.8 in relation to Entry Level Certificate.

The access arrangements permissible for use in the Entry Level Certificate qualifications are as follows:

### Access Arrangements for Entry Level Certificate in Art and Design

The arrangements listed opposite may be granted by the centre and do not need to be recorded.

Evidence of need is not required to be held on file.

- Amplification equipment, taped questions and responses
- Bilingual dictionary
- Braille transcript
- Brailers
- Braille of non-secure assessment material
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional for written questions and responses (but not in MFL Speaking assessments)
- Enlarge or photocopy the question paper on to coloured paper
- Fidget toys and stress balls
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Non-electronic ear defenders/ear plugs
- Optical Character Reader (OCR) scanners
- Prompter
- Read aloud (which can include an examination reading pen)
- Separate invigilation within the centre (sitting the examination outside of the main examination hall/room, e.g. a room for a smaller group of candidates)
- Squared paper for visual spatial difficulties
- Supervised rest breaks
- Word processor (with spelling and grammar checks switched off)

### Access Arrangements for Entry Level Certificate in Art and Design

Where permitted by the specification, the following arrangements may be granted by the centre without prior approval from OCR, but Form 11 – JCQ/EL/NF **must** be completed online.

Form 11 can be accessed online through the Centre Admin Portal (CAP), via Interchange.

- Bilingual dictionary with 10% extra time (for the use of the dictionary)
- Computer reader/reader
- Extra time in timed components
- Practical Assistant
- Scribe

The access arrangements detailed above may be appropriate for learners with disabilities, special educational needs or temporary injuries impacting on their ability to access the assessment, but this is not an exhaustive list. If you have any queries regarding Access Arrangements, please contact the Special Requirements Team at OCR ([srteam@ocr.org.uk](mailto:srteam@ocr.org.uk)).

The JCQ document *A Guide to the Special Consideration Process* should also be referred to regarding post-assessment special consideration in cases of temporary illness, indisposition, or injury at the time of the examination/assessment. For Entry Level Certificate, applications for special consideration should be submitted using Special Consideration Online, accessed via OCR Interchange.

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## 4c. Admin of non-exam assessment

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting non-examination assessments*.

- OCR expects teachers to supervise and guide learners who are undertaking work that is internally assessed.
- The degree of teacher guidance will vary according to the type of work being undertaken. It should be remembered, however, that learners are required to reach their own judgments, conclusions and outcome(s).
- When supervising internally assessed tasks, teachers are expected to:
  - offer learners advice about how best to approach such tasks
  - exercise supervision of the work in order to monitor progress and to prevent plagiarism
  - ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.
- When supervising the Externally set task:
  - preparatory work may be carried out for the Externally set task outside the centre, however, teachers must be able to authenticate that the work is the learner's own
  - during the supervised time period, work should be carried out under supervision to allow the teachers to authenticate each learner's work is their own, with confidence
  - candidates should be instructed about access to materials, health and safety and access to technology, such as restrictions and use of the internet
  - all candidate work associated with the Externally set task should be stored securely within the centre throughout the supervised time period.

## Authentication of learner's work

Centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160).

This information must be retained at the centre and be available on request to either OCR or the JCQ centre inspection service.

It must be kept until the deadline has passed for centres to submit a review of results (RoR). Once this deadline has passed and centres have not requested a RoR, this evidence can be destroyed.

## Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are

accurate and consistent across all learners entered for the tasks from that centre.

# 4

## Moderation

The purpose of moderation is to bring the marking of internally-assessed tasks in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learner's work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are 10 learners or fewer, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work.

There are two ways to submit a sample:

**Moderated upload** – Where you upload electronic copies of the work included in the sample using our Submit for Assessment service and your moderator accesses the work from there. Information about photographing work for submission using the Submit for Assessment service can be found in the Entry Level Art and Design Teacher's Handbook.

**Moderated postal** – Centres will be sent instructions on the process of submitting work for moderated postal.

The method that will be used to submit the moderation sample must be specified when making entries. The relevant entry codes are given in Section 4a above.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the Portfolio and Externally set task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each learner's folder. For more information on the evidence required for moderation, see Section 5d Files and Section 5e Acceptable file formats.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

**Moderation Adjustments Report** – Listing any scaling that has been applied to internally assessed components.

**Moderator Report to Centres** – A brief report by the moderator on the internal assessment of learners' work will be issued.

## Head of Centre Annual Declaration

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The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

## Private candidates

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Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>.



## 4d. Results and certificates

### Grade Scale

Entry Level qualifications are graded on the scale: Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available. Learners who fail to reach the minimum standard of Entry 1 will be Unclassified (U). Only subjects in which grades Entry 3, Entry 2 and Entry 1 are attained will be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the total mark for the qualification.

The following supporting information will be available:

- grade boundaries for each assessment

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

## 4e. Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of their moderation.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

## 4f. Centre malpractice guidance

It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or learners, to OCR [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

Further information is contained in the JCQ

publication: *General and Vocational Qualifications - Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk).

## 5 Appendices

### 5a. Awarding of grades

The grades awarded for the Entry Level Certificate in Art and Design will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following targeted thresholds:

Specification Grade	Entry 3	Entry 2	Entry 1
Target	80%	60%	40%

### 5b. Overlap with other qualifications

There is some overlap of content with the OCR GCSE (9–1) in Art and Design.

### 5c. Key skills sections

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Level 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally

dependent on the style of teaching and learning adopted for the qualification.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1 for the qualification.

Unit	C 1	AoN 1	IT 1	WwO 1	IoLP 1	PS 1
R310	✓	✓	✓	✓	✓	✓

## 5d. Files

All centres entering learners for the OCR Entry Level Certificate in Art and Design must submit a sample of learners' files as evidence for moderation. Learners' files can be submitted via moderated upload or moderated postal. See section 4a for the relevant entry codes.

Files submitted for moderation should be clearly labelled and include the following details:

- Centre number
- Centre name
- Candidate number
- Candidate name
- Task title of candidate's work indicating the starting point, brief, scenario or stimulus chosen
- Outcome(s) clearly identified.

Each learner's file should include a cover sheet with details of the marks awarded for each task in accordance with the marking criteria. If the work is to be submitted electronically, this cover sheet should also be submitted electronically within each learner's file.

Each learner file should contain the following evidence and should be submitted for each learner in the sample:

- Portfolio
- The Externally set task

## 5e. Accepted file formats

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These include:

### **Movie formats for digital video evidence**

MPEG (\*.mpg)  
QuickTime movie (\*.mov)  
Macromedia Shockwave (\*.aam)  
Macromedia Shockwave (\*.dcr)  
Flash (\*.swf)  
Windows Media File (\*.wmf)  
MPEG Video Layer 4 (\*.mp4)

### **Audio or sound formats**

MPEG Audio Layer 3 (\*.mp3)

### **Graphics formats including:**

JPEG (\*.jpg)  
Graphics file (\*.pcx)  
MS bitmap (\*.bmp)  
GIF images (\*.gif)

### **Animation formats**

Macromedia Flash (\*.fla)

### **Text formats**

Comma Separated Values (.csv)  
PDF (.pdf)  
Rich text format (.rtf)  
Text document (.txt)

### **Microsoft Office suite**

PowerPoint (.ppt) (.pptx)  
Word (.doc) (.docx)  
Excel (.xls) (.xlsx)  
Visio (.vsd) (.vsdx)  
Project (.mpp) (.mppx)

## Summary of updates

Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of disclaimer
September 2018	1.2	4a	Pre-assessment	Updated entry codes
January 2019	1.3	3c	Total Qualification Time	Insertion of new section
January 2020	1.4	i) 4c ii) 4e	i) Admin of non-exam assessment ii) Post-results services	i) Enquiries about results changed to Review of results ii) Enquiries about results changed to Review of results Update to specification covers to meet digital accessibility standards
January 2021	1.5	3c	Total Qualification Time	Typo corrected from 140 to 120 hours
January 2023	1.6	4b	Special Requirements	Update to access arrangements
May 2023	1.7	4a 4c 5d	Pre-assessment Admin of non-exam assessment Files	Update to the wording of moderation submission options
January 2024	1.8	3d, 3e  4a  Checklist	Qualification availability, Language  Pre-assessment	Inclusion of disclaimer regarding language and availability  Update to include resilience guidance  Inclusion of checklist with key links
November 2025	2.0	Covers, page footers, section 1a and 4d		Updated covers, footers and certificate title to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'. Minor rewording in generic section 1a.



Contact the team at:

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