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Cambridge Primary Checkpoint End of Series Report

May 2025

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1 Introduction

This document reports on learner performance for this exam series. Performances for each syllabus are reported separately.

Overall and sub-group performances can change from series to series. You can use the report to compare sub-group performances for this syllabus in this series. You should not use the information to compare performance changes over time.

For each syllabus the following information is provided:

- examiner comments on specific questions within each component of the test

2 Cambridge Primary Checkpoint English as a Second Language 0057

2.1 Cambridge Primary Checkpoint English as a Second Language 0057 – Component 01

General comments

The overall level of difficulty appeared to be similar to that of April 2024. This session there appeared to be considerably fewer than usual unclear answers such as erasures and overwriting, though Assistant Examiners did need to check with Principal Examiner occasionally.

Part 1

(Questions 1–5)

A 5-gap, multiple-choice sentence completion test, required learners to select an appropriate item to fill 5 gaps and to circle the word of their choice; correct usage of lexical and function words was tested. There was a high proportion of correct answers and overall learners appeared to score similarly compared to April 2024. The most correct answers were for **Questions 2, 3 and 5**, and the most incorrect answers were for **Question 4**.

Part 2

(Questions 6–12)

In this section, learners were required to select the correct meaning of the message shown in an image. Learners needed to circle one of the three choices given. This part seemed to be of similar difficulty to that of April 2024. The task required careful reading and accurate matching of information to determine the correct response. Learners needed to be good at making inferences and identifying different ways to convey a message; errors are often made when learners focus on words shared by the text and the multiple-choice option and do not consider the wider context of the message. **Questions 6, 8 and 9** were the most successfully answered, and **Questions 7 and 11** were the most frequently incorrect. Due to an issue with **Question 10**, full marks have been awarded to all learners for this question to make sure that no learners were disadvantaged.

Part 3

(Questions 13–17)

In this part, learners were required to complete a short conversation between two friends about cooking by selecting appropriate responses from those given. Errors are often made when learners find an item to match the sentence before or after but not both. Many learners scored well on this task, and it seemed slightly easier than in April 2024, with **Questions 13 and 17** being the most successfully answered, and **Question 16** the least.

In this part and **Part 2** some learners changed their minds several times and, rather than crossing out their original mark, wrote over their first answer or erased unclearly. This occasionally resulted in an illegible response. It would be preferable for learners to completely cross out the rejected response and write the preferred one next to it. There were also a few ambiguously formed letters and it was very occasionally difficult to see if E or F (or occasionally C or G) was the intended final answer in cases where there was overwriting and/or incomplete erasure). This, however, is an area which continues to show improvement.

Part 4

(Questions 18–24)

For **Questions 18–24**, learners were required to put **one** word only into the gaps to complete a single email message to a friend about a new sports centre. The words needed to fit grammatically and to carry the intended meaning to complete the text.

As in previous sessions, a lot of the incorrect answers seemed to be produced because the words chosen often fitted the words either side of the blank in terms of grammar or meaning but learners sometimes did not take into account the wider context of sentence/discourse level. Possibly more focus is needed on this aspect when teaching reading skills to learners. This appears to be an important area for improvement as it is also noted in reports for previous sessions and at lower secondary level.

Spelling needed to be accurate (it almost always was) and the mark scheme allowed for alternative answers to **Questions 18** and **21**. The answers to **Questions 17** and **20** were shown on the mark scheme with an initial capital letter but, with the agreement of Product Manager and in accordance with practice in previous sessions, examiners were directed to accept correct answers with an initial lower case letter. This part proved to be a good discriminator, with strong learners occasionally scoring full marks. Overall, this part seemed slightly more difficult than in April 2024. The most successfully answered questions were **19, 20** and **24**, and **22** and **23** (especially and apparently the most difficult question on the paper) had the most incorrect answers.

Part 5

(Questions 25–29)

The task required learners to match the information given about different kinds of films to the preferences of 5 people. As usual, errors tended to be made when learners were able to match some of the people's preferences but did not continue to look for a film that matched all the requirements. This type of task tends to generate a lot of incorrect answers as getting one or two incorrect seems to have a 'knock-on' effect on subsequent answers; it would appear that learners continue to require more classroom practice in this task type. The most correctly answered questions were **27** and **28**, and the least successfully answered was **25**.

Comments made for **Part 3** above about the clarity of learner responses also apply to this part.

Part 6

(Questions 30–34)

This task comprised multiple choice questions on a longer text with the title 'Young people's driving experience day'.

The need for learners to use a wide range of reading skills, including inference and deduction, makes this a challenging part of the test. This task appeared to be of similar difficulty to that of April 2024 and was an effective discriminator. **Questions 31** and **32** were the most successfully answered, and **30** and **33** the most difficult.

Comments on specific questions

Part 1

Question 1

Often correct (*'immediately'*); incorrect divided between *'frequently'* and *'recently'*.

Question 2

Usually correct (*'out'*); the most common incorrect: *'about'*.

Question 3

Usually correct (*'especially'*); incorrect divided between *'absolutely and 'completely'*.

Question 4

Often incorrect (*'entered'*); by far the most common incorrect: *'took'*.

Question 5

Usually correct (*'saving'*); the most common incorrect: *'spending'*.

Part 2

Question 6

Often correct C *'request permission to go on the camping trip'*; the most common incorrect: B *'check the camping equipment he already has'*.

Question 7

Very often incorrect (correct: B *'get a ticket to reserve their place.'*); the most common incorrect: C *'arrive 30 minutes before the event.'*

Question 8

Often correct C *'will accept less money than suggested for the skates.'*; incorrect divided between A *'wants to buy a better pair of skates.'* and B *'admits that the skates are damaged.'*

Question 9

Usually correct **A** '*suggesting an activity that he and Ben can do together.*'; the most common incorrect: **B** '*recommending the best place for he and Ben to meet.*'.

Question 10

Due to an issue with **Question 10**, full marks have been awarded to all learners for this question to make sure that no learners were disadvantaged.

Question 11

Very often incorrect (correct: **A** '*You should follow the link to get more information about a special offer.*'; by far the most common incorrect: **B** '*It's cheaper than usual to become a member of the computer games club.*'.

Question 12

Often correct **B** '*Olivia is asking Khalida whether Danny can have a lift to the match.*'; incorrect divided between **A** '*Olivia wants to know whether Khalida and Danny are getting a lift to the match.*' and **C** '*Olivia will only tell Danny about having a lift to the match if Khalida doesn't mind.*'.

Part 3

Question 13

Very often correct **C** '*I've got several ideas, actually. Do you have any time today?*'; the most common incorrect: **A** '*When are you free?*'.

Question 14

Often correct **E** '*That should be fine. What does she like to eat?*' the most common incorrect: **B** '*I'll do that now. Shall I help you make them?*'.

Question 15

Often correct **F** '*They're quite quick and easy, but you'll need to go shopping first.*' common incorrect divided between **B** (especially) '*I'll do that now. Shall I help you make them?*' and **E** '*That should be fine. What does she like to eat?*'.

Question 16

Often incorrect (correct: **B** '*I'll do that now. Shall I help you make them?*'); the most common incorrect: **D** (especially) '*She can help us with them.*' and **G** '*I'll ask Mum, but that should be OK.*'.

Question 17

Usually correct **G** '*I'll ask Mum, but that should be OK.*'; the most common incorrect: **D** '*She can help us with them.*'.



Part 4

Question 18

Often incorrect (correct: '*which/that*'); by far the most common incorrect: '*it*' (negated by punctuation) and when correct '*that*' was by far the more common choice. In order to obtain the correct answer learners needed to identify the correct end of the sentence.

Question 19

Often correct '*Are*'; common incorrect: '*Do*' (especially), '*If*' and '*can*'.

Question 20

Often correct (correct: '*There*'); by far the most common incorrect: '*They*', '*This*' and '*That*' sometimes appeared and occasionally the misspelling '*Their*'.

Question 21

Often incorrect ('*could/can/would*'); most common incorrect: '*will*' and '*are*'.

Question 22

Very often incorrect (correct: '*if/whatever/anything*'); common incorrect: '*that*', '*would*' and '*do*'.

Question 23

The great majority incorrect (correct: '*between*'); most learners wrote '*at*', and sometimes '*on*', '*in*' and '*from*' appeared.

Question 24

Often correct '*what*'; common incorrect: '*if*', '*when*', '*do*' and '*would*'.

Part 5

Question 25

Very often incorrect (correct: **C**); the most common incorrect divided between **A** and **G**.

Question 26

Very often incorrect (correct: **B**); the most common incorrect: **G** (especially) and **E**.



Question 27

Very often correct **F**; the most common incorrect divided between **A**, **D** and **G**.

Question 28

Often correct **A**; by far the most common incorrect: **C**.

Question 29

Often incorrect (correct: **E**); by far the most common incorrect: **B**.

Part 6

Question 30

Often incorrect (correct: **A** '*watching other people driving.*'; the most common incorrect: **C** '*reading a book about how to drive.*').

Question 31

Often correct **B** '*He explained things clearly.*'; incorrect divided between **A** '*He told jokes which weren't funny*' and **C** '*He seemed a bit bored.*'.

Question 32

Often correct **A** '*The weather wasn't very good.*'; incorrect divided between **B** '*Her seat wasn't comfortable.*' and **C** '*There were other cars on the track.*'

Question 33

Very often incorrect (correct: **B** '*how much she learnt to do*'); the most common incorrect: **C** '*how fast she was allowed to drive*'.

Question 34

Often incorrect (correct: **C** '*explaining what happens on a driving experience day*'); the most common incorrect: **A** '*giving advice about how to do well on a driving experience day*'.

2.2 Cambridge Primary Checkpoint English as a Second Language 0057 – Component 02

General comments

The overall level of difficulty appeared to be similar to that of the April 2024 Paper. This session there appeared to be fewer unclear answers than in previous administrations, such as erasures and overwriting, though Assistant Examiners needed to check with Principal Examiner occasionally.

Part 1

(Questions 1–5)

Learners identify one of three pictures from short discrete dialogues. Overall, learners performed slightly less well than in April 2024 in this part. **Questions 3 and 4** were the most-successfully answered **Question 2** by far the least successful.

Part 2

(Questions 6–10)

This involved multiple choice questions based 5 short dialogues. Overall, learners performed slightly better than in April 2024. **Questions 6 and 10** were the most successfully answered, and **Question 7** the least.

Part 3

(Questions 11–15)

This task comprised five questions based on talk about a course that children can do to make their own comic books. Incorrect answers tended to be other words in the recording, due to mishearing of the correct answer or the result of guesses based on contexts provided on the form on the question paper. There were no alternative correct answers on final mark scheme, except for on **Question 11**, which showed a variety of ways of writing a date. In this part of the test learners occasionally add words from the recording that are not on the mark scheme, and this is generally tolerated, provided that such additions do not negate correct answers. Overall, this task appeared to be of similar difficulty to that of April 2024. Answers to **Questions 11, 12, 13 and 14** were all common words at Primary Level so no misspelling was allowed and the answer to **Question 15** was a surname that was spelt out on the recording. The most successfully-answered question by far was **15**, and the least successful **Question 14**.



Part 4

(Questions 16–20)

This task comprised five questions based on a talk by a boy called Arlo Bergstrom talking about how his family eats ‘wild food’.

Overall, this task appeared to be of similar difficulty to that of April 2024. Incorrect responses may be more common in this part, due to the increased complexity of language and greater skills demanded. By far the most successfully-answered question was **20**, and the least successful were **16** and **17**.

Comments on specific questions

Part 1

Question 1

Often correct **B**; the most common incorrect: **A**.

Question 2

Rarely correct and seemingly the most difficult question on the paper (correct: **C**); incorrect divided between **A** and **B**. The difficulty of the question may have been due to the need for learners to identify the option that both the friends liked and the fact that one of them stated it at the start of the dialogue and the other at the end.

Question 3

A high proportion correct **A**; the most common incorrect: **C**.

Question 4

A high proportion correct **B**; the most common incorrect: **A**.

Question 5

Usually correct **A**; the most common incorrect: **C**.

Part 2

Question 6

Usually correct **B** (*‘add some photographs’*); incorrect divided between **A** (*‘check some facts’*) and **C** (*‘write some more information’*).



Question 7

Often incorrect (correct: **B** '*write a short poem*'); incorrect divided between **A** ('*read out their favourite poem*') and **C** ('*choose a poem to take away*').

Question 8

Often correct **C** ('*She was impressed by it*'); by far the most common incorrect: **A** ('*She was annoyed by its ending*').

Question 9

Often correct **A** (*'the music that is played'*); incorrect divided between **B** (*'the place where they practise'*) and **C** (*'the number of people there'*).

Question 10

A high proportion correct **C** (*'She damaged it'*); the most common incorrect: **B** (*'She deleted something on it'*).

Part 3

Question 11

Often correct (*'11(th) July (11)(th)/11.(0)7/(0)7.11/ (the)eleven(th) (of) July/ July (the) eleven(th)'*); common incorrect: other dates heard on the recording and correct month *'July'* only.

Question 12

Often correct *'robots'*; the most common incorrect: *'robot'*, *'lions'*, *'comic book(s) and 'something different'*.

Question 13

Often correct (*'game'*); incorrect included *'games'*, *'comic book(s)'*, *'presentation'*, *'fun'* and *'competition'*.

Question 14

A high proportion incorrect (correct: *'competition'*); the most common incorrect: misspellings, for example: *'competion'*, *'compatition'*, *'compitition'* and *'festival'*. Other incorrect included: *'grafic novel'*, *'game'*, *'(make a) drawing'* and *'tickets'*.

Question 15

A high proportion correct (*'(www.)taylor(.com)'*); incorrect answers were misspellings, for example: *'tawlor'*, *'tayloa'*, *'taylor'*, *'daylor'* and *'teylor'*. A few learners added *'dot'* to a correct answer and this was tolerated as it was part on the address heard on the recording.

Part 4

Question 16

Very often incorrect (correct: **C** *'a meal they had'*.); the most common incorrect: **B** *'a course they completed'*.



Question 17

Very often incorrect (correct: **A** '*take part in a study*'); incorrect divided between **B** '*save money on shopping*' and **C** '*spend more time outdoors*'.

Question 18

Often incorrect (correct **B** '*preparing food*'); the most common incorrect: **C** '*looking for information about food*'.

Question 19

Often correct **C** '*identifying mushroom species*'; incorrect divided between **A** '*locating fruit trees*' and **B** '*learning about herbs*'.

Question 20

Usually correct **B** '*write about his experience*'; incorrect divided between **A** '*join an environmental club*' and **C** 'give a talk about wild food'.

2.3 Cambridge Primary Checkpoint English as a Second Language 0057 – Component 03

General comments

Overall, the tasks seemed to work well, allowing learners to produce a suitable sample of text to assess. The first task was very straightforward and allowed learners to demonstrate their use of functional language to extend an invitation to a friend. Opportunities for learners to practise formulating responses using a range of functional language, for example, suggest, recommend, ask, tell, offer, explain, would increase confidence and ability when faced with the bullet points in part 1 which elicit these kinds of functions. In the first task, there is often a time reference, for example, next week, tomorrow, last week. Some learners do not take careful note of these time references which means that often their responses are using the correct tense aspect, past or future. Making learners aware of this would help when faced with these tasks in the exam setting.

There are still some learners who cross out parts of their text if they think they have exceeded the word count. There are no penalties for exceeding the word count, but if the text is obscured, and relevant aspects are crossed out, examiners cannot mark it or take that text into account, and therefore, marks will be lost. However, some learners who wrote far in excess of the word count in **Part 1**, and did not cross out text, also lost marks at times as their responses sometimes contained more errors, or some irrelevant content.

There was a range of performance across both tasks, with some learners scoring very high marks and others who were obviously struggling to communicate in written English, resorting to their own language at times. However, the majority of learners performed well and the tasks were appropriate for the level and the age range.

Comments on specific questions

Question 1

This task required learners to invite a friend to go to the park. The scenario did not cause too many problems for learners but some did not read the whole task and did not notice that the invitation to go to the park was for 'tomorrow'. This had some implications regarding the time aspect in their responses. Some mentioned a future time, e.g. next week, Saturday etc., which was fine, but others wrote in the past, which implied a misinterpretation of the task, and led to some lack of coherence in the response. The advice would be for learners to read all the information in the task very carefully. Most learners managed the points well and wrote relevant, coherent responses.

The rubric outlined the scenario, '*You would like to go to the park tomorrow with your English friend, Frankie.*'

The bullet points required the learners to:

invite Frankie to go to the park **with you**
tell Frankie what to **bring** to the park
suggest what you could **do together** there

Most learners extended an invitation to Frankie using fairly simple language, *'I'm going to the park tomorrow, would you like to come?'*, *'Do you want to go to the park with me?'*, *'Can you come to the park with me tomorrow'*. Although some learners missed the time reference to *'tomorrow'*, they often mentioned some point in the future, *'Can you come to the park on Saturday'*, *'I'm going to the park next week, can you come?'*, although this last example lacks a specific time reference, so the reader would not know exactly when the trip was going to take place, resulting in a lower mark for Content. One thing to note is the use of punctuation and the fact that if learners are posing a question, the correct formulation would include a question mark at the end. Quite a few learners did not appropriately punctuate their text throughout, and particularly in relation to the formation of questions.

The second bullet point was telling Frankie what to bring, and this allowed learners to use some nice vocabulary related to outdoor activities in a park, football, food for a picnic, equipment to play games, a blanket, money, drinks, a bike, etc. This bullet didn't cause any problems for learners, however, due to the close connection with bullet point 3, depending on what activity they chose to do, they didn't really expand on bullet point 3. For example, some learners told Frankie to *'bring a football so we can play'*. Although this covers both bullet point 2 and 3, there was a lack of development of bullet point 3, which sometimes led to a lack of language to assess.

As mentioned, the third bullet point is closely connected to bullet point 2, but some learners did develop this and expand the information. The suggestions included, *'we can ride our bikes around the park'*, *'we can have a picnic and feed the ducks'*, *'we can spend some time in the park and then go to the cinema'*, *'bring some money so we can buy ice creams'*. Generally, learners suggested appropriate activities to do in the park with a friend and covered this point well. Other times, specific equipment was mentioned in relation to bullet point 2, *'bring your skateboard and helmet'*, but no explicit activity connected to it. This did impact on the Content score as we are looking for language of suggestion to credit as fulfilment of bullet point 3, so without this, learners lost a mark for Content.

There was evidence of learners using some simple linking words within their texts, but punctuation was sometimes problematic, either not correctly used or missing.

Question 2

Learners had to continue their story from the prompt sentence, *'Nicki could see the boat waiting in the harbour.'* This prompt worked quite well, even if the word *'harbour'* was unfamiliar, learners could work out that it was connected to a boat, so the stories were generally relevant, using the given context as the basis for the stories. Some learners were very imaginative and created tales of pirates, mysterious islands, people returning from being away, but others deviated away from the initial scenario, mentioning the boat almost in passing and then creating a new scenario, which was sometimes difficult to relate back to the prompt and assess in terms of relevance. Advice would be that learners try to create a story which uses the elements in the prompt sentence throughout, or at least including aspects which are related, in this case, travel, the sea, fishing, pirates, mermaids, sea creatures, a journey etc.

In terms of content, some learners wrote stories where they had gone on the boat, and others wrote stories where they met someone who had just arrived by boat. Both interpretations were acceptable and completely relevant. However, there were some stories which were completely off topic and bore no relation to the task at all. These were marked accordingly with lower marks for Content.

Most learners were well practised in writing a narrative and introduced a few simple narrative tenses and included direct or indirect speech, and a clear narrative structure. These features of the story genre are extremely helpful when assessing Communicative Achievement and Organisation.



Looking at Organisation as a whole, some learners used punctuation effectively, but others used barely any, which affected this mark. The most important thing to look at when writing stories in terms of organisation is the clarity of the story line and some simple phrases such as '*at first*', '*then*', '*after that*', '*in the end*', can really help to orientate the reader as to what is happening.

In terms of Language, some learners struggled with tenses and mixed past, present and future, which made the stories quite challenging to read. Some wrote the stories just using the present, which limited their ability to score highly in this area.

3 Cambridge Primary Checkpoint English 0058

3.1 Cambridge Primary Checkpoint English 0058 – Component 01

General comments

This session the Insert was an information text about the research being done into noise pollution in coral reefs. The subject matter was deemed to be relatable and age-appropriate, with learners responding well to the engaging and informative content. The text structure and reading levels were also accessible to learners at this stage, despite some challenging vocabulary. The Writing task asked them to create a persuasive article about making changes to improve noise pollution in a local place; something that learners attempted enthusiastically.

In **Section A: Reading**, there were a variety of questions (including tick-box, data-retrieval, quotation-based ones and interpretive tasks). These gave learners ample opportunity to demonstrate their understanding of the text and to showcase their non-fiction literacy skills. These also allowed a demonstration of the breadth of grammar, punctuation and vocabulary knowledge and structural analysis ability. Learners generally performed well, with responses reflected a sound understanding of key ideas and effective use of comprehension skills.

This session it was particularly apparent that those learners who paid *careful attention to question instructions*, such as ‘Tick **two** boxes’ or ‘Give **one** word’, performed particularly well, especially if they highlighted the key words in the question. Identifying key instructional words/phrases is a useful examination skill and explicitly teaching it supports learners in focusing on the specific requirements of different types of questions.

Another key skill which assisted learners in achieving higher marks was taking note of *the length of the space given for an answer*. When this was a single line, more accomplished learners knew to limit their answer to a shorter response; when more lines were provided, they took full advantage to include greater depth in their answers.

In addition, more successful learners ensured that their answers were written legibly, i.e. they were well-formed and well-spaced. It was clear that they also took the time to re-read their responses, correcting errors and clarifying points which ensured that marks were not lost through difficult-to-decipher, ambiguous or incomplete answers.

For **Section B: Writing**, a key message is that *making some attempt at the task* will, invariably, result in gaining marks. Even if learners are not confident about their ideas, by providing some response they have the opportunity to display their writing skills and these can be examined and rewarded. Furthermore, those learners who made full use of *both* lined pages were able to present more content and had greater opportunity to show their text structuring skills.

Paying *careful attention to the stimulus*, particularly in terms of the *required text type*, allowed learners to demonstrate a secure understanding of persuasive texts and to include a variety of key features. By referring closely to the stimulus, these learners were also able to ensure they had included some, or even all, of the suggested ideas which meant that their pieces had a good balance of content coverage. It is important that learners are taught the importance of using *an independent voice and their own creative skills* when attempting the writing task. Over-reliance on the ideas, content or structure of the Insert means that their work cannot be credited as highly as more original pieces of writing.

The scripts of learners who made *effective use of the Planning box* generally had a better balance of content and were able to provide the level of detail required to fulfil the demands of the higher marks. There was a marked reduction (compared to previous years) in the number of learners using the Planning box for their main writing, which meant more work was available for assessment. Unlike previous sessions, there did seem to be a higher number of narrative examples this time – the difference between a fiction and non-fiction task is something that learners must be taught to recognise, and care should be taken to ensure their writing meets the different expectations for these literacy types.

Comments on specific questions

Section A – Reading

Questions which focused on word level analysis, such as **1(b)**, **4** and **6(b)**, were particularly well answered, especially by those learners who took care to only provide the word required, rather than a full quote. Punctuation based questions (for example **7(c)**) were also well answered and it is clear that many learners have a secure understanding of punctuation marks and their uses. It was evident that those learners who had a secure understanding of technical terms such as ‘phrase’, ‘clause’ or ‘quote’ were able to approach certain questions more successfully. **Question 3**, **Question 6(a)** and **Question 10** each required a good understanding of one of these terms – more proficient learners demonstrated this awareness and were therefore able to earn the marks.

Question 1

- (a)** This question was accomplished very well by the vast majority. By logically inferring that, as the first line states the sun is rising, it must be dawn (or some other suitable synonym), successful learners demonstrated secure reading, locating and interpretive skills. Those who worded this originally, rather than simply copying the phrase ‘*sun rises*’ or the full first sentence, showed the required ability to precisely provide an answer. Greater comprehension skills were also demonstrated by those who were not distracted by the mention, later on in the paragraph, of ‘*night-time*’ or ‘*a new day*’ – the latter, a response that did not answer the question ‘*What time of day is it?*’
- (b)** Adjectives are clearly a word class that learners are familiar with, as this question was also tackled well. Many were able to identify ‘*noisy*’ as one and some were able to recognise (or infer) the less-common ‘*raucous*’. Mis-spelling or misunderstanding was demonstrated when the word ‘*noise*’ was given or, for example, ‘*multitude*’, ‘*sounds*’ or ‘*chorus*’ – none of which are adjectives. Precision was needed in choosing the correct word, and responses such as ‘*raucous calls*’ or longer phrases did not demonstrate this. A few answers suggested that the term ‘*synonym*’ is not fully understood as antonyms such as ‘*silence*’ and ‘*calm*’ were given.
- (c)** Teaching of ‘*inverted commas*’ is clearly good and many learners were able to correctly select one of their uses in this paragraph as ‘*to make a play on words with ‘coral’*’. Greater understanding was demonstrated by those who identified that the other correct response was ‘*to show it’s not a real phrase*’ – something that was clearly more challenging. Some learners are apparently more familiar with the use of inverted commas for speech, leading to either the ‘*direct speech*’ or ‘*writer’s opinion*’ options being chosen.

Question 2

As another tick-box based question, this supported learners in identifying the repetition of ideas and many were able to recognise that both paragraphs referred to *'when the sounds take place'*. A smaller number also saw the echoed comparison of *'what happens on land and at sea'*. It took strong scanning skills to see that, although Paragraph 2 mentions spring, the lack of any mention of seasons in Paragraph 1 meant that *'how the sounds vary in each season'* (a commonly indicated choice) could not be a correct option.

Question 3

This was one of the questions that required a solid understanding of what constitutes a phrase, and also required careful regard of the line length. Most learners clearly identified the correct sentences from which to draw their answers, and those who were able to precisely supply only the most pertinent words to show the writer's surprise - the short phrases *'most unlikely performers'* and *'who would have thought'* – gained the marks. A number of responses included far too much; on occasion, both full sentences were squeezed onto or around the single line given on the question paper.

Question 4

This question tested learners' word analysis skills and those who read the question carefully were able to accurately separate the parts of the word *'hydrophone'* and link *'hydro'* to *'Water'* and *'phone'* to *'Sound'*. Again, a number of answers showed disregard for the line length; being much longer and, often, inaccurate. These were usually sentences taken from the text which related in some way to the key words given – for example *'He has designed a piece of underwater equipment'* or *'These record the sounds that creatures make'*. It may be that the purpose of the question was misunderstood, and learners were trying to explain or define the key words. Careful reading of, not only the text, but the question paper too is an essential (and highly teachable) skill.

Question 5

An ability to recognise different types of questions was essential to successfully tackle this task. Those learners who had read and understood the paragraph were able to realise that this was not a direct question aimed at either the interviewer or reader, which ruled out Boxes 2 and 4. They then had to consider the author's intention in using a rhetorical question. While it is true that these are sometimes used to engage the reader, skilled comprehension of the text led learners to correctly realise that Steve was emphasising *'how much there is still to learn'*.

It is also worth noting that occasionally accurate answers were invalidated because more than one box was ticked. It is important to always read and check the question instructions carefully and, perhaps, circle key parts such as *'Tick **one** box'* to ensure complete understanding of the requirements.

Question 6

- (a) Learners who were most adept at this question showed that they securely understand how to identify different clauses in a sentence and, most particularly in this case, how to supply the subordinate clause. They were also able to give the correct answer in full – *'Every time a boat passed by'*. A number of other responses suggested that, while learners know about clauses, they struggled to identify the subordinating one; there were a number of *'this channel of communication was blocked'* responses. In other cases, only part of the relevant subordinating clause was given, e.g. *'a boat passed by'*. Sometimes, even the entire sentence was supplied, suggesting more work needs to be done on separating the various clauses that make up complex sentences. If the full sentence was written, marks could have been gained if the learner had highlighted the entirety of the required part either by underlining or some other method.

- (b) For the most part, the term prefix seems to be understood and many learners were able to supply the correct word – *'inaudible'*. A few had clearly identified the correct word, but mis-read the question and only wrote the prefix (*'in-'*) rather than the full word, as required. In some cases, this question was attempted by giving words that seem to have recognisable prefixes such as *pre-* or *re-* (e.g. *'predator'* and *'restricted'* – the latter being somewhat worrying as it comes from an incorrect section of the text). Other learners clearly grasped the idea of the word needing to be negative but missed out the requirement for a prefix, responding with *'frighten'* or *'attacker'*.

Question 7

- (a) Learners correctly responded to this question (which focused on the use of the word *'you'*) by providing variations on the theme of directly addressing or engaging the reader. Precision in their answers, for example *'because he's talking directly to us'* or *'to make the reader feel worried about the problems'*, meant they were able to gain marks. Meanwhile, vaguer, more ambiguous responses, e.g. *'to make us think'*, showed that learners had struggled to express their ideas clearly enough; as did answers which were too content-based, e.g. *'to show us how much noise we're making'*. Less appropriate functions, more common to titles or opening paragraphs (such as *'To grab the reader's attention'* or *'to make us read on'*), showed that some learners are aware that personal address is sometimes used in this way. Generalised responses such as *'It refers to the reader'* showed understanding of this word having been chosen to refer to whoever is reading the article but lacked the required element of engagement; while answers linked to this being an interview (for example, *'He is referring to the interviewer'*) somewhat missed the fact that this is an article rather than an interview write-up. Responses which referred to Steve questioning suggested some learners had focused on the wrong section - no questions are asked in the given paragraph.
- (b) This proved to be a challenging question. Learners that were successful were able to grasp the idea that the repetition was to emphasise the large number of boats and/or large amount of sound. They were able to explain the word choice and answer the question *'What does he emphasise'*, whereas less successful responses merely repeated *'all'* (or the word *'emphasise'*) or substituted it for *'every single'*. Other, less accurate suggestions referred to the context, e.g. *'it's to show humans are disturbing the fish'*. Both these types of attempts could not score because they included no evidence of the necessary quantifying. A small number of responses demonstrated a worrying misunderstanding and interpreted the emphasis as being *'to create'* suspense' or *'for dramatic effect'*; neither use being relevant to a non-fiction paper.
- (c) Clearly many learners are confident with the various uses of commas and accurately indicated that one of their functions in the given sentence was *'to separate items in a list'*. A number of learners noted, accurately, that a comma was also used *'to add another clause'*, demonstrating excellent punctuation expertise. This was another question where available marks were missed by not following the instructions to tick two boxes.

Question 8

This question required learners to identify the single word used to show everyone is responsible for doing something about the noise in the ocean. Many learners were able to accurately deduce that the relevant word was *'we'*. Some answers suggested too much focus on the second part of the statement and words were given which related to *what* can be done, such as *'restricted'* or *'reduced'*. Again, incorrect application of the question instructions was displayed, as over-long answers were often given; some of which included the relevant word (e.g. *'we can do something about it'*) and some of which were incorrect, such as *'reduce the noise'*. On a positive note, the vast majority of learners did at least attempt this question, which is always recommended, even when learners are uncertain, and especially so when the answer requires only one word (or, indeed, for tick box responses as an attempt at limited given options may well result in a correct answer).

Question 9

This question revealed a need for more explicit teaching of recognising structural patterns and paragraph functions. It was clearly one that was found challenging, and those learners that attempted it were often more successful at recognising the pattern of direct speech in the even numbered paragraphs. Those that ventured a response for the odd numbered paragraphs were able to score marks when they: either used a comparison with the even paragraphs (e.g. '*Paragraphs 3, 5 and 7: don't have speech marks / Paragraphs 4, 6 and 8: do have speech marks*'); or demonstrated that they had seen that these were informative, descriptive paragraphs. Usually this was done by using phrases such as '*They tell us ...*' or '*They give information about ...*'. These learners demonstrated an ability to scan and get an overview of the common features of the relevant parts of the text, rather than focussing too closely (as many answers showed) on the specific content of one of them – '*Paragraphs 3, 5, and 7: how we're robbing animals of their ability to talk*'

Again, the use of a single, short line should have suggested to learners that a brief observation was required. However, often long, complex answers were given, which listed the content of the paragraphs but which missed key terms suggesting information as opposed to speech, for example, '*They are about the reef, and Steve recording sounds, and his study of clownfish, and all the noise boats and drilling is making*' rather than '*They describe the reef and the sounds*'.

Question 10

A secure understanding of what a quote is was essential to gain marks for this question. The majority of learners were able to identify short, relevant extracts from the text, therefore gaining marks for the Quote aspects. Difficulties arose when these were either far too long (occasionally two or more sentences) or were paraphrased rather than accurately reproduced. Precision and careful choice of the most appropriate sentence or clause led to more proficient learners supplying quotes which clearly demonstrated Steve working in a scientific way, such as '*He has designed a piece of underwater equipment*'. With some quotes, it was crucial that key words were included, for example '*In one experiment, Steve introduced a model of a fish*' is only clearly scientific if the experiment phrase is included. A few scripts missed out on marks because No Response was given here – it is recommended an attempt is made on questions such as these, as it is often possible to identify at least one applicable quote. It is also important that ellipses are not used to shorten quotes on this paper.

In addition to the above, the ability to explain what scientific method a particular quote was highlighting, and to be able to do so in their own words (rather than repeating or paraphrasing the majority of the quote) saw successful learners earn marks for the Explanation parts of this question. This required a basic knowledge of how scientists work (for example, creating equipment to do a specific task, documenting their findings or drawing conclusions), then applying this to what Steve has done – something the most accomplished learners were able to do clearly and originally.

Section B – Writing

Question 11

No Responses were rare for the writing task, and almost every paper marked showed evidence of an attempt at the assignment; this meant that learners gave themselves the best opportunity to showcase their writing abilities. Those that had paid careful attention to the stimulus ensured that their pieces were the required, persuasive text type and stayed '*on task*' throughout so that the full range of marks could be considered. Similarly, scripts which avoided relying on the Insert for either content or organisation scored more highly; their writers obviously noted that the Insert was not a persuasive text, but an informative article which lacked the necessary tone. These learners were then able to demonstrate greater originality and a thorough understanding of persuasive texts – both in the key features they should contain and how they are structured. As previously mentioned, effective use of the Planning box ensured that a piece was more logically structured and contained a wider variety of content.



The most skilful writers used a range of persuasive techniques appropriately throughout and included a variety of information about their chosen place. They used emotive language appropriately to engage and encourage the reader and specialised vocabulary linked to the subject of sound. They structured their writing using effective paragraphing, with these paragraphs extending beyond one or two short sentences to fully explain each point or to add more detail, building the argument for change. They also included a variety of accurate sentence forms, which were grammatically correct (particularly in terms of verb tenses and agreement) and accurately demarcated (without the over-use of commas). The ambition they showed in their language use also enabled them to demonstrate greater ambition in their spelling.

It was clear that the most conscientious learners also took time to go back and re-read their work to ensure it made sense (by correcting basic grammar and punctuation errors and omissions) and to amend spelling errors.

Wc – Creation of texts

Almost all pieces included some information about noise pollution, showing a general understanding of the task required, and examples of other topics were rare – although some focused on pollution in general and lacked the specifics of noise pollution in particular. Most learners were able to include some facts about noise issues and descriptions of the problems it can cause were generally clear. Additionally, the majority of pieces were clearly intended to be persuasive with the addition of some persuasive features such as rhetorical questions, emotive language, direct address (e.g. ‘you’ or ‘we’), thereby achieving the lower mark expectations. Better examples were able to avoid: being too personal; including too many opinions; and using too much first person (‘I’) – all of which made pieces more like recounts. Some did include features of other text types, leading them to become, for example, more of a balanced argument. Some lacked or had limited amounts of persuasion, or used the incorrect viewpoint (e.g. ‘*They should do this*’), turning them into descriptive reports.

To gain higher marks, learners ensured that there was a clear focus (as demanded by the stimulus) on one particular place. They chose a wide variety of locations, but common examples included school (particularly the dining/cafeteria area) and busy roads. The best choices were somewhere the writer knew well, so that their articles included more details about the place and its noise issues (rather than repeating similar, generalised ideas), which made them more informative. Capable learners used the ideas suggested by the ‘*You should think about*’ prompts as a basis for their ideas, and some improved on these by either expanding their points or talking about additional issues. A wider range of persuasive techniques was also used; these were integrated more meaningfully into the text, which strengthened their impact, or they were used throughout (rather than only at the beginning or as an additional sentence at the end). Examples of particularly appropriate applications included, for example, more selective use of rhetorical questions to appeal directly to the reader or the use of imperatives towards the end of the piece to suggest urgency.

The best pieces created for this task demonstrated effective use of a wide range of sophisticated persuasive techniques (including hyperbole and personification) with a clear purpose in mind – to sway the feelings of the reader to the writer’s cause. For example, while many learners included statistics, the most accomplished did not simply insert them anywhere and then move on, but ensured that the significance of these was explained and emphasised. The importance of a balance of coverage was also recognised by more able writers, and they were able to choose key areas for discussion, develop many of their points beyond one or two short sentences and make the importance of these areas clear and relevant to the audience. They also advocated clear, achievable solutions which the reader could undertake themselves, rather than vaguer or more impractical actions such as ‘*We must make the roads quieter*’ or ‘*You can tell factories to stop making so much noise*’.

Wv – Vocabulary and Language

Almost all scripts gained at least one mark for this element (even if the content was incorrect) as they included some examples of ‘*strong*’ vocabulary choices; going beyond basic adjectives or verbs. It is important that learners only include vocabulary that they are familiar with in order to use it accurately – sophisticated words are less successful when they are utilised inappropriately.

Many learners were able to use certain key words, such as ‘*loud*’, ‘*noisy*’ or ‘*annoying*’, or sound-specific phrases like ‘*car horns beeping*’, to describe noise pollution issues. They were also able to use some emotive techniques, for example rhetorical questions like ‘*How would you like it?*’, to support or enhance their ideas. The persuasive nature of the task lent itself well to the use of powerful, compelling vocabulary. Those learners who thought carefully about the intended effect or purpose of their writing, and made attempts to expressively describe sounds (for example, ‘*the screams and shouts of sellers in the market*’), were more successful and gained the higher marks. This was especially true when these descriptions were combined with emotive words/phrases and techniques to engage the reader – ‘*Imagine the animals crying out, desperate for your help*’. The most accomplished writers also made use of precise, subject-specific language, such as ‘*decibel*’, ‘*volume*’ or ‘*ear drums*’, as well as the use of imperative verbs to ensure readers were motivated to make the suggested changes or take specific actions.

Ws – Structure of texts

It was in this aspect that effective planning was most obvious. Those who had taken the time to make brief notes were able to decide what information to write about, what sections to include and what order to do them in. They often wrote much more well organised pieces which kept all similar points together in one section. While there were a greater number of long pieces of writing this session (more 4s were awarded than in previous sessions), it was those who had included more ideas in their planning who often had the most to say. This avoided merely repeating previously given information (which would have led to articles that looked extended but which conveyed a limited amount of material).

Even those who did not use the Planning box were able to produce articles which had clear structure and were generally organised. Often, learners made explicit links within sections using basic connectives such as ‘*but*’ or ‘*because*’, and made more implicit links between sections by referring to similar ideas or by the use of pronouns (e.g. describing the noise of factories, then using ‘*It*’ in the following section to describe the effects). Many learners used the suggestions in the stimulus as a framework with varying degrees of effectiveness; the more successful used them as a guide, but then developed their ideas. This was done by not necessarily responding to them in order (i.e. not answering them as a series of questions) or by including information not covered by them, such as considering the impact of the noise pollution on animals as well as people.

The use of paragraphing was much improved this session, with paragraph breaks being inserted to separate different aspects of information. This was supported by the use (by a large number of learners) of subheadings; often taking the form of rhetorical questions (which also added to the persuasive effect). More accomplished writers expanded these paragraphs beyond one or two sentences to give greater depth to their information, frequently including more connected details. Less effective pieces were simply a series of paragraphs about different aspects of the problem, but the highest marks went to learners who were able to link ideas/paragraphs, either by referring back to relevant content or with the use of a variety of connectives, such as ‘*However*’, ‘*As well as*’ or ‘*Therefore*’. By doing this, they introduced the problem (by describing the place), built up a strong argument (by highlighting the impacts) and ended their articles with a compelling call for action from the reader.

Wg – Grammar and Punctuation

Almost all learners were able to write some grammatically correct, simple sentences and many were able to extend these to form compound sentences. Most learners included expanded phrases to clarify and develop information, and in higher mark responses these were used very effectively to give shades of meaning and add interest and detail. The use of accurate demarcation (appropriately inserted full stops followed by well-formed capital letters) meant that punctuation within paragraphs demonstrated the expected standard. When full stops and capital letters were missed, assessment was forced to stop at much lower marks than the competence shown in sentence formation might suggest. Those learners who also avoided an over-reliance on using commas and over-long, ‘run-on’ sentences additionally demonstrated better technical skills. The importance of ensuring that the verb form matches the subject, that tenses remain consistent and that definite articles are included should not be under-estimated. These basic grammar and punctuation skills ensure that a piece of writing flows much more coherently.

It was noted that the range of sentences used, including attempts at complex sentences, is improving. These complex sentences demonstrated ambition in sentence formation but were used most successfully by learners who showed grammatical control throughout the whole sentence; they maintained consistent grammar and, most importantly, precise punctuation to ensure the meaning of the sentence was not lost. When commas were used accurately, particularly to highlight initial adverbial phrases or to separate clauses, learners were able to demonstrate secure understanding of both advanced sentence-building and punctuation skills. There was increased use of more ambitious punctuation too, particularly colons and parenthesis punctuation. While impressive, these skills can only be credited when more basic punctuation is accurate first.

One minor issue that recurs each session is the use of ‘etc’ within lists. It demonstrates greater understanding of the requirements of formal writing if this can be avoided, and those learners who chose to only include specifics in their writing tended to sound more knowledgeable.

Ww – Word structure (Spelling)

Generally, spelling was good across almost all scripts, especially of high frequency and common words. Many of the scripts marked were awarded 2 marks, suggesting that learners are confident, competent spellers with secure knowledge of most spelling rules. The majority demonstrated that they can, for example, correctly spell compound words *without* separating these, e.g. ‘everyone’ rather than ‘every_one’, can consistently choose the correct option for common homophones (‘your/you’re’) and similar sounding words (‘where’ and ‘were’) and can accurately write words with common spelling rules (such as words with double consonants or plural endings, including those which used the _ies ending). The opportunity to use an extended vocabulary and more technical language meant it was possible for those who took advantage of this (by using a wide range of ambitious, subject specific words) to showcase their spelling skills and gain the highest marks.

3.2 Cambridge Primary Checkpoint English 0058 – Component 02

General comments

Text: an extract from *'The Swifts'* by Beth Lincoln

Section A – Reading

A variety of questions, in this section, gave learners the opportunity to show how well they understood the given text. Questions allowed them to analyse and explore the text, often beyond the literal. The range of responses required included those where a simple tick was needed as in multiple choice questions, as well as some questions where a single word or phrase was enough to gain a mark. There were also some questions, often more challenging, where a longer response in the form of a sentence, was required. Some learners struggled with the names of the characters in the extract.

Key messages gathered by examiners from the range of responses to these questions varied with some matching findings in previous sessions:

- Reading questions carefully continues to be essential so that learners understand what a particular question means and are able to give a correct response. There were occasions where facts within the text were not well understood by some learners meaning that answers to certain questions demonstrated this confusion, resulting in no marks being awarded. Details will be described in the question-by- question commentary.
- The line references given on the question paper are intended to help learners locate a particular part of the text. Examiners were pleased to note how well many learners managed to do this on this paper. It was pleasing to award marks where learners navigated the text successfully and gave answers that matched the context of the question. However, during this session, it needs to be noted that there were more times, compared with recent sessions, where the signposts offered by these line references were overlooked and answers were based on an inappropriate part of the text that was not linked to the main focus of the question thereby losing marks.
- Questions that asked for *'one word'* or a *'short phrase'* require just that and no more. Examiners were pleased to see that there was evidence that learners have been advised to do this by their teachers with fewer *'extra words'* being noted in responses. As always, answers need to be clear and unambiguous so that marks can be awarded as appropriate. Where more words were given, there was a pleasing improvement in the way that learners presented their answers by highlighting their answers using parentheses or underlining the correct part.
- At the same time, it appeared that some errors might have been caused by learners' confusion about the meaning of the term *'phrase'*.
- On this paper, there were some questions that asked for an *'explanation'*. It is expected that this should be written by the learners using their *'own words'*.
- This is made clear on the question paper. Often, as on this paper, learners will be asked to provide evidence from the text to support the explanation that they have given. Choices of this evidence, usually a quote, have to be made carefully so that the words from the text really do correspond to the explanation given.

- Following on from this point, a question may be the converse of the above; i.e. a quote may be asked for first to demonstrate a particular point in the text, followed by a request to explain the choice that has been selected. Careful reading of the question will help learners to understand what is required and in what order; i.e. explanation first or quote first. In both instances, explanations, whether first or second, should be in a learner's own words.
- Once again, there were some questions where learners had the opportunity to express an opinion about something in the text. These '*Appreciation and Reflection*' (Ra) questions continue to present learners with a challenge. On this paper, it was possible for learners to express their ideas linked to a selected quote from the text – this will be described in more detail in the question-by-question commentary.
- Examiners were pleased to comment upon how encouraged they were to see how learners have tried hard to give an appropriate response where an implicit answer is required. This suggests that there has been some good teaching and that many learners are developing these higher order skills. It is hoped that a continuation of this practice will extend the development of these skills so that improvements across a broader spectrum of learners' attainment will be recognised.
- Many learners still struggle to identify grammatical devices or the purpose of a particular text feature. Some difficulty was evident where learners needed to interpret the writer's intention. Incomplete answers, unfortunately, do not gain credit. Examples include, '*it makes you want to read more*' or '*it is fun*' when a description of the effect of the language used is required – this is too vague to gain credit. On this paper, as well, common responses included answers that simply copied a particular sentence without commenting further to evaluate the device / feature.
- On this paper, there continued to be few occurrences of a correct answer being given alongside an incorrect answer. This pleasing development meant that the learners' intentions were clear allowing examiners to award marks accordingly. There were, still, however, some examples where too many extra words were given as if a learner hopes the correct answer might be included. This needs to be discouraged so that marks are not lost.

Question by specific questions

Question 1

Look at lines 5–10

- (a) **Give the connective in the FIRST SENTENCE of line 5.**

Answers to this question were variable. Whilst there was a pleasing number of correct responses, it was evident that some learners were either not familiar with the term '*connective*' or they assumed a connective could only be used in the middle of two clauses rather than at the beginning of the sentence. Incorrect answers included '*the*' or '*to*'. '*A comma*' was also given as well as the comma symbol (,).

- (b) **The ideas throughout this paragraph link back to the first sentence. What is the link between the first sentence and the rest of the paragraph?**

Identifying the link between the sentence and the paragraph presented some problems to many learners. It was important that the paragraph '*tells us*' or '*describes*' what was in the first sentence was given to show the link. The statement '*unusual things*' on its own was not enough.

(c) Why are dashes (-) used in lines 8–9? Tick ONE box.

Multiple choice questions are usually well answered. There was a significant number of correct ticks here. Unfortunately, a minority gave two ticks and received no credit. Reading the instruction given in the question is vital so that errors like this do not occur.

(d) What does the last sentence in this paragraph (lines 9–10) tell us about Cook? Tick ONE box.

The comments above for 1(c) apply to this question where a pleasing number of learners were successful in gaining a mark. Responses with two ticks were disappointing.

Question 2

Look at lines 11–13

The writer uses a short sentence to describe what Cook does and a long sentence to describe what Shenanigan does.

What does the length of these sentences tell us about Cook's and Shenanigan's actions?

This question provided learners with a challenge. Learners needed to describe the effect of using a short sentence followed by a long sentence. Often there was a straightforward description of what Cook and Shenanigan were doing with no reference to the sentence at all. There needed to be some kind of comparison; for example: *'the long sentence showed more actions than the single action described in the short sentence.'* *'Lots of actions ...'* did not show the difference in the way the text was structured.

A significant number of responses wrote the sentences themselves with no added comment. Others gave generic answers about the length of a sentence; for example: *'a short sentence shows suspense'* with no reference to Cook or the action described in each of the sentences.

Question 3

Look at lines 14–20

(a) What do the words *eyes adjusted* tell us about the house?

It was felt that careful reading around the phrase *'eyes adjusted'* would have helped more learners to select the correct answers based upon the *'gloom'*. There were a number of guesses where *'big'*, *'old'* or *'beautiful'* were given. Others suggested the house was *'haunted'* or *'creepy'*

(b) The writer uses similes to add more detail to the description of the woman.

Give TWO similes from the text.

This was well answered by the majority of learners. This marks a significant improvement in the way learners are able to recognise this kind of figurative language providing evidence of some very good teaching. Those that did not gain marks omitted the first *'as ...'* in *'as pale as ...'*. Others simply gave *'as'*

and 'like'. Far less common were answers that gave 'a nose like a barracuda' which was outside the given line references, showing the importance of these signposts on the question paper.

Question 4

Look at lines 21–28

- (a) **When the woman starts speaking she seems quite sure of herself and then she realises she has made a mistake.**

Explain how the writer shows us these TWO ideas.

A significant number of responses mentioned the dash or gave the sign (-) or the example 'we-oh'. Very few gave the exclamation mark. This was another example of where learners were asked to describe how the writer demonstrated these ideas. If the whole sentence was written, the punctuation device needed to be highlighted in some way, usually by underlining. The sentence alone did not give a clear indication of the correct answer.

- (b) **Why does Shenanigan approach the woman *with her palm outstretched*?**

A pleasing number of learners were aware that Shenanigan wanted to greet the woman or shake her hand. 'Remembering her manners' was often referred to as well. A frequent error was an answer where it was thought that Shenanigan's hands were dirty; 'she wanted to show her how dirty her hands were'. Other errors saw Shenanigan wanting to give her some cake or, quite often, to give her a hug.

- (c) **The rest of the family are slower to meet the woman than Shenanigan.**

Give a TWO WORD phrase that tells us this.

Whilst many learners gained a mark here, there were quite a number who did not give just two words. Examiners did wonder if there was a difficulty in understanding the instruction to give a *two word phrase*. Where the whole sentence about Shenanigan's family was given, the words 'caught up' needed to be indicated either by underlining or placing within quotation marks. Another error that was noted was the phrase 'awkward pause'.

Question 5

Look at lines 29–38

- (a) **Look at the dialogue between Inheritance and Aunt Schadenfreude.**

Explain what happens every time Inheritance speaks and what this tells us about Aunt Schadenfreude's opinion of Inheritance.

There were two marks available for this question. Many learners gave the correct answer about Aunt Schadenfreude interrupting Inheritance and went on to add how that showed her opinion for both marks. However, it was a pity that marks were lost where only the first part was answered. It is possible that some learners did not check how many marks could be awarded for the question. This information is set out as part of the answer space on the question paper.

- (b) Give the name of the girl that Aunt Schadenfreude thinks is the least annoying.

This question required some careful reading and sorting of the relevant information to locate the correct answer. About half of learners gave a correct response. Common incorrect answers included 'Matriarch' and 'Shenanigan'.

Question 6

Look at lines 39–48

- (a) Something about the way Inheritance speaks tells Shenanigan she might be lying. What is it?

Successful learners managed to show that they understood that it was Inheritance that was speaking and *how she spoke*. This proved to be a very difficult question for a high number of learners who often gave a direct quote of the sentence: '*Pleased to – ah – meet you*' but did not say anything about the *way* she spoke. The idea of her pausing or said '*ah*' was required.

- (b) Shenanigan believes that a lie has *a life of its own*.

Explain IN YOUR OWN WORDS how the writer develops this idea and use a quotation to support your answer.

This question targeted '*personification*' to indicate an understanding of the phrase '*a life of its own*'. A few learners managed to do this by giving an excellent explanation with a supporting quote. As in **6(a)**, this question was a challenge to many who struggled to use their own words to answer the question. There was not enough reworking of the words in the text to gain credit.

- (c) Explain IN YOUR OWN WORDS how Inheritance feels about Shenanigan.

Give a quotation to support your answer.

This question was also very challenging and, whilst a few learners recognised the need to reference Inheritance's negative feelings towards Shenanigan, many responded by saying '*she didn't like her*' which did not give the strength of feeling involved. The correct quote was not always selected to match any correct explanations.

Question 7

Look again at lines 5–38

BEFORE Shenanigan realises that Inheritance is lying to her, what other reasons do you think might have made Shenanigan take an instant dislike to the woman?

Give **TWO** quotations and explain **IN YOUR OWN WORDS** why you think each **QUOTATION SHOWS THAT** Shenanigan might dislike her.

There was a lot involved in this question and it was pleasing to see how many learners made a good attempt that earned some marks. It was important that the line reference was observed as it did not include the final part of the text. Credit could not be given where quotations were taken from this part. Mixing quotes with an explanation was a common error. Most successful learners chose quotes about Inheritance's appearance and her action in putting her hands behind her back. Sometimes, though, explanations did not include Shenanigan's point of view.

Section B – Writing

Question 8

Stimulus for writing: Write a story with the title '*First Impressions*', written using the first person, in which you meet someone for the first time.

Key messages from the responses to this section are listed below:

- Most learners understood the task and wrote a variety of narratives. There were very few '*no response*' items.
- Although the writing prompt was open, the majority of stories were set in school. Other settings were described. Also, examiners saw a few different genres.
- Examiners observed some pleasing attempts to develop details in their stories that were engaging and, especially in higher scoring pieces, entertaining. This latter group of writers have the ability to meet further challenges as they have an excellent grasp of basic skills. There is evidence that they are making a commendable effort to try and use various technical devices and figurative language when creating their narratives.
- In addition to the above, it is evident that there has been some good teaching of basic skills across the range of attainment. For many learners, simple, correctly punctuated sentence structures are particularly sound. This can also be said about the spelling of familiar words. For higher attainers, as indicated in the previous point, assignments that present a greater challenge by exploring various literary techniques, will help them to develop more advanced skills thereby achieving their potential.
- There were only one or two scripts where the planning box had been used to write the story. Whilst this is regrettable, the story has to be written on the lined pages. Instructions to do this are clear. The planning box is there for learners to use to map out their ideas. Any contents in the planning box are not marked.

Wc – Creation of texts

The majority of narratives included some kind of meeting. Many described the first day of school either set years ago or when starting a new school in later years. These were largely recounts presented here as a story. The idea of *'first impressions'* was not always clear in these pieces. The narrative frequently described meeting a person who became a best friend. The narrative often included a series of emotional statements about shared experiences and common interests which formed the main part of the story. Unfortunately, the lack of detail meant that a significant number of school-based pieces did not score well.

A number of stories focused upon meeting a relative for the first time whilst others involved the writer encountering a stranger, often by bumping into them! These narratives, usually away from school, were characterised by the development of some good detail and good use of imagination.

Examiners were pleased to award higher marks when there were some good attempts to create images of the setting and characters. These narratives were engaging and entertaining. Additionally, events were plausible and well-presented so that the relationship between the writer and the reader was well established.

The idea of *'First Impressions'* was explored more successfully by these higher scoring learners.

As in previous sessions, less successful learners produced stories that simply described or *'listed'* events with very little description and detail. Marks were limited where stories were short or did not attempt to engage.

A minority of stories described a meeting with a familiar character which was not part of the brief so marks were limited for this strand.

Wv – Vocabulary and Language

A few learners showed exceptional creativity in their choice of vocabulary with precise and ambitious word choices earning full marks here. The work of these learners was greatly enhanced by words and phrases that contributed to the creation of image and mood – especially the feelings of the protagonists.

Most learners were able to use appropriate vocabulary that was suitable for the chosen narrative. Examiners were encouraged by the number of learners who attempted to include some figurative language in their work.

Lower ability learners used a very limited vocabulary and, as already mentioned, produced narratives that lacked descriptive detail. Also, quite often, unsuitable words were chosen; for example, adjectives that did not match the intended meaning or context and, quite notably, similes where the comparative image bore no resemblance to the item / event being described. There was clear evidence of some good teaching where these learners have been encouraged to try and improve their word choices – further work needs to focus upon carefully examining their writing to try and avoid inaccuracy in word use – for example, in the wrong context.

Ws – Structure of texts

The majority of learners were able to construct a story that had a clear basic *'beginning, middle and end'* structure. Higher scores were gained by those learners who were able to develop this structure to organise and shape their writing in a way that helped their ideas to *'flow'* cohesively and logically. These learners were able to use paragraphs knowledgeably by demonstrating an understanding of how paragraphs *'work'* and showing links between sections of their writing. Effective use of paragraphs was where they were used to create contrasts in mood, shifts in time and changes in location. A change in focus about the characters was also shown by the careful management of ideas so that it could be seen how each had a role to play in the narrative.



A number of learners struggled to use paragraphs and there was evidence of '*creating paragraphs for paragraphs*' sake' where links were not clear and divisions in the text appeared for no apparent reason. Exploration of a range of texts to identify how different writers use paragraphs – when, why and how - will enable these learners to apply their discoveries to their own work. These learners also need to practise setting out their work in a clear, logical sequence. They will then be able to move on to investigate how a text can show cohesion between ideas both within and between paragraphs.

Examiners were aware of the possibility that time constraints might have been responsible for some of this seeming randomness of paragraphing where a learner might have been anxious to set their ideas down as quickly as they could. This could also be true about the stories that showed good structure at the start but became a continuous piece of prose with no line breaks towards the end.

Wg – Grammar and Punctuation

Most learners used simple and compound sentences confidently. Basic punctuation was sound and many were able to place speech marks around spoken words so that dialogue could be clarified within the body of the written text. Capitalisation and demarcation were generally good. Even though comma splicing was evident, learners were able to show their awareness of sentence boundaries. This all shows some excellent teaching and learners are ready to develop their work further by starting to explore and use a wider range of sentences and punctuation for adding interest to their work.

There was pleasing evidence of an increased consistency in learners' use of verb tenses.

More able learners did construct multi-clause sentences including complex forms and many showed they could demarcate clauses accurately. However, there was a marked difficulty when learners tried to manipulate and re-order clauses to create emphasis and add that all-important detail. They were, though, able to keep the story pace going by using expanded phrases, particularly adjectival, adverbial and verbal, to express their ideas more clearly.

It was noted by examiners that constructing complex sentences presented a challenge to a significant number of learners.

Connectives, if present, were simple.

Ww – Word structure (Spelling)

Overall, spelling a range of words correctly continues to be a strength in learners' work. Nearly all learners spelt high-frequency words correctly meaning that zero marks were rarely given. Common plurals and common polysyllabic words were generally well known. There is evidence of good teaching across all levels of ability so that learners are able to use their blends, patterns and knowledge of polysyllabic words to good effect. Phonetic attempts at spelling more ambitious words were good and learners can be praised for making an effort with these.

Whilst higher ability learners showed ambition in their word choices, there were many examples of narratives where the spelling of ambitious words was not sufficiently accurate to gain the highest mark available.

4 Cambridge Primary Checkpoint Mathematics 0096

4.1 Cambridge Primary Checkpoint Mathematics 0096 – Component 01

General comments

Most learners were able to demonstrate a range of mathematical skills and their understanding of the Cambridge Primary Mathematics Curriculum Framework when answering these questions. Many learners attempted all questions, even those that were more challenging.

Learners demonstrated a developing understanding of the Thinking and Working Mathematically strand from the curriculum. This was demonstrated through word problems as well as in explains questions and those questions where they had to choose numbers that fit a given criteria. When attempting these word problems and those where the calculation has not been provided, learners are encouraged to show all their working out as these may be creditworthy. If they decide their workings are incorrect, they should be encouraged to cross through them neatly and replace them with the workings they want to be considered. Overwriting digits causes confusion when marking as the scanning of the scripts makes it difficult to read the final digit written and therefore should be discouraged. Overwriting work in a pen can also make a response difficult to read.

When working through word problems, learners are encouraged to show each step of their calculation – this methodical approach will ensure they have worked through the problem fully. Learners are also encouraged to read the question again to ensure they have fully answered it before moving on. Underlining key words can help with this. When they reach a final answer, it is useful to check the reasonableness of this answer in the given context.

If the learner uses space other than around the question for their workings, they should be encouraged to record the question number that the workings refer to. When checking their answers, learners need to consider whether all digits have been formed clearly, for example, on occasions, a 4 or 9 could look similar to each other or a 7 and 1 were sometimes indistinguishable. They need to also ensure a consistent use of decimal points and commas are used throughout their paper.

When drawing accurate diagrams as part of their answer, learners should be encouraged to draw using a ruler rather than freehand where straight lines are needed and that they look carefully at the accuracy of vertices drawn to check they are within the given tolerance allowed. When using pen to draw diagrams, this made it difficult to correct their answer if needed. For matching questions, using a ruler is also a good idea. Learners need to be aware that in matching questions, there is not always just one line to or from each box. The context of the question will determine this and they need to read the question carefully to decide how many lines are needed.

An area they demonstrated an improvement in was using thinking and working mathematically (TWM) skills. They also recognised where some questions did not need working out, and instead these TWM skills could be used to answer the question.

Topics that were well answered:

- Decomposing and regrouping numbers including decimals
- Writing equivalent fractions in their simplest form
- Adding numbers with different numbers of decimal places
- Multiplying a 4-digit number by a 1-digit number
- Word problems involving one step of multiplying a single digit by a decimal number (1 decimal place)
- Interpreting data when using a bar chart and pie chart
- Word problems involving one step of dividing a 3-digit by a 2-digit integer
- Finding the difference between a positive and a negative integer (temperature)
- Describing a compound 3D shape

Question 1
Question 2
Question 3
Question 4
Question 13
Question 14(a) and (b)
Question 17
Question 22
Question 26(b)

Topics not so well answered:

- Planning an investigation and considering related statistical questions
- Dealing with remainders from a division within a word problem
- Identifying the different interior angles in 2D shapes
- Interpreting data in a grouped data set
- Selecting numbers that meet more than one criteria
- Dividing a number with 2 decimal places by a 2-digit number which contains a place holder of 0 in the answer
- Ordering decimal numbers in different units of measurement
- Understanding how to calculate the surface area of a 3D shape
- Counting in steps of a constant size using a mix of decimals and fractions

Question 6
Question 9
Question 10
Question 16(b)
Question 19
Question 21
Question 23
Question 26
Question 27

Question 1

This question was well answered by many learners who understood place value and regrouping numbers into a single number. Misconceptions arose in place value when using a column addition method. The answer of 0.006 was a common error where the hundredths was mistaken for thousandths in the second number. Learners would benefit from more practice at decomposing and regrouping numbers then discussing the reasonableness of their answers.

Question 2

Many learners approached this question well. They demonstrated a good understanding of basic fractions and how to simplify them. Some errors seen resulted from dividing by a common factor, for example, answers of $\frac{1}{7}$. Learners need to understand that the fraction does not change its value when being simplified and so answers such as $\frac{3}{7}$ or $\frac{21}{3}$ were therefore not reasonable given the size of the original fraction.

Question 3

Learners performed well on this question by lining up their numbers to perform an addition calculation. Many included a 0 after the 101.910 to help align the digits. Some found lining up the '101.' and the '10.' problematic. A few errors were seen in the column addition method when using the carrying digit.

Question 4

This was the first word problem question on the paper and many learners demonstrated an understanding of how to approach the question by using multiplication. Errors seen were incorrect multiplication facts or using the incorrect operation, for example, adding or dividing the numbers instead of multiplying. Some learners were seen to check their calculations by writing $9485 \div 7$. This is a good check of their answers.

Question 5

This question was well answered by some learners. There were very few calculations seen. Some learners continued the sequence and wrote '13' as the next number. Other stopped at '-1' as the first negative number and did not read the criteria. Some thought that if 13 was next then -13 must be a negative in the sequence and is between -10 and -20. Giving learners opportunities to explore number sequences from positive to negative will help with this misconception.

Question 6

Many learners found this question difficult. All lines were to be correct for the mark. Many learners offered correct responses but with one line omitted – the 'five-year-old' box to the 'date of birth' so we know how old the child is, was the most commonly omitted line. Some picked a single type of data for each investigation or tried to join each data type to an investigation, rather than selecting the most suitable ones. Another error was the favourite dessert and favourite ice cream flavour which were often mixed up.

Question 7

This question required the learners to use their thinking and working mathematically skills to select numbers that, when multiplied by 10, would add to make 20. They were told only two were to be selected and so needed to apply their knowledge of addition facts. Starting with a fruit from the top, they could identify if there was a number to make the bond correct to 20 (when their number had been multiplied by 10). Many calculations were seen which would have taken time to work through when only one mark was available. Some selected the £2.00 as this would give them the £20 when buying 10. Some learners did not see the 'two' in the command and then selected more than two fruit.

Question 8

The learners needed to explain why 9512 tiles could be divided between 4 boxes. Some learners simply restated what Ahmed said and did not explain why. Not many learners saw that the last two digits were divisible by 4 so 9512 must be divisible by 4. Some thought that because 9512 was even, then it was divisible by 4. Some learners calculated how much would be in each box and some also went on to say that there would be no remainder. These were good answers. This question used thinking and working mathematically convincing skills – 'Convince me that this is the answer', or 'Convince me that this number will divide equally.' Calculations on the page away from the answer lines were ignored if their statement was enough to explain why Ahmed is correct but any calculation given in their reason, had to be correct. Calculations were considered if their explanation was not enough for the mark and in these cases, they needed to be mathematically correct.

Question 9

Learners did not perform as well on this question though they demonstrated an understanding of division. Many learners calculated $\frac{25}{3}$ and wrote $8\frac{1}{3}$ which they then left as their answer. Some rounded this to 8 as the nearest whole number, and didn't round correctly in the context of the question. These were not awarded a mark as learners needed to recognise that rounding up to the nearest whole number to produce the third that was over the 8 pizzas was needed in this context. Exploring word problems with a remainder and discussing the significance of the remainder in the context of each problem will help learners evaluate the reminders and therefore provide the correct answer needed.

Question 10

There were key words in this thinking and working mathematically question. Learners were needed to understand: interior, acute, obtuse, reflex and right angle. Learners who performed well identified that two of the shapes had more than one type of interior angle. Some learners only selected one type of angle for each of the 3 shapes and so did not score. These 3 lines were often correct, but learners did not identify **all** the different angles in each shape.

Question 11

Learners of all abilities were able to attempt this question and score a mark by either showing an ability to calculate $\times 100$ and $\times 1000$ or to divide by 1000 and 10. Some learners were not able to understand the $\times$ and $\div$ and reversed their calculations and so did not score. Learners found $\times 100$ and $\div 10$ easier to calculate and were less familiar with $\times 1000$ and $\div 1000$ with some just adding '000' to 0.78 to make 0.78000. Learners need more practice at exploring calculations such as these and demonstrate their understanding of the effect on place value through multiplication and division by powers of 10. Those showing formal written calculations often did not score as they were unable to complete the calculations with understanding.

Question 12

Learners of all abilities did not perform as well on this question. The most commonly seen error after finding a common denominator was to then make arithmetic errors in converting the fractions. Once the correct fraction had been seen, $\frac{98}{48}$, or an equivalent fraction with a common denominator, then further incorrect simplification was ignored which enabled more learners to score. Using lower value common denominators would assist with the calculations when converting the fractions.

Question 13

This question was well answered by learners of all abilities. Some calculated the 36 using multiplication and others through repeated addition of 8 lots of 4.5. Some learners recorded their answer as 360. In this case, thinking about the reasonableness of their answer would have prompted them to check again and realise their error.

Question 14

Both parts of this question were well answered by most learners.

- (a) Some learners wrote 65 and 20 but then needed to add them together to reach a total. Their 65 and 20 demonstrated an ability to read the bar chart correctly.
- (b) This was answered correctly by the majority of the learners. They were required to match the days of the weeks to their representation on the bar chart. The two closest in size, Friday and Wednesday, were differentiated by Wednesday being provided for them in the labelling as an example. This left easily distinguishable data to match and an example to follow.

Question 15

The question was attempted well by most learners, many obtaining a mark from demonstrating some understanding of nets and correctly categorising 3 of the nets. The most common incorrect matching was the 4th shape. When selecting ones that did not make a net, the 2nd shape was correct fewer times than the 1st shape.

Question 16

This question consisted of two parts. The first part was to complete a pictogram. The omission rate for this first part was high.

Many learners also omitted part (b).

- (a) Learners of all abilities were able to attempt this question. Many of those attempting the question, but who gave an incorrect response, had identified that one half face was needed in the answer, but drew the incorrect number of whole faces to accompany this.
- (b) Learners who answered this question well referred to the 0–5 data group in the bar chart. Those that referenced the possibility that there would therefore be some children who planted 0 plants, gained the mark. Some learners discussed that the reason none planted was due to social factors, for example, being too young or not wanting to. Some saw that there were 30 children and then discussed the 12 on the axis and said it didn't go up to 30 or referred to the 20 in the last grouped data (16–20) as being the maximum of 20 children. Learners who used less precise language were awarded the mark on this occasion, but using the correct language for probability in a grouped data context is needed. Other common misconceptions were to think the number of children was their age and commented on how young some of the children would be (0–5). Learners need to be given opportunities to discuss and interpret different graphical representations of grouped data.

Question 17

Learners performed well in this word problem where they had to choose which operation to use. The division calculation did not have a remainder to interpret. Those learners who did not score often used the correct method but had arithmetic errors within their calculation.

Question 18

There were two steps to this word problem and learners were seen to make a variety of attempts. Learners from lower and average abilities found this question particularly difficult. Some calculated the time travelled in 1 hour and wrote that as their answer, showing that they were not sure what they were calculating. Giving learners opportunities to discuss word problems while solving them will help with their understanding of the steps they need to take. They also need to consider if their answer is reasonable in the context of the question.

Question 19

A significant proportion of learners were not able to attempt this question that explored 4-digit multiples of 9. Some confused the divisibility rule for 4 and wrote 3318 (where the last two digits were divisible by 9). Other incorrect answers seen were the two correct but with another multiple of 9 that was outside of the range asked for. Re-reading the question before moving on would have enabled the learner to check they had met the criteria for their chosen numbers. It was good to see fewer calculations, implying that learners were trying to apply rules of divisibility.

Question 20

This question was well answered by many of the learners. Most learners used the given values and those who chose to use conversions, did not show workings for these. The most commonly seen conversions were percentages or decimals. Learners were familiar with this type of question.

Question 21

This word problem question was not well answered by many learners. They knew the calculation to perform but made arithmetic errors in the calculation. The most common error was 6.3 where they had omitted the place holder in the tenths. Other errors were in calculating multiples of 14. Some learners were seen to use other operations as they had misunderstood the question. There were many learners who did not attempt this question which implies they were less secure when dividing using decimal numbers.

Question 22

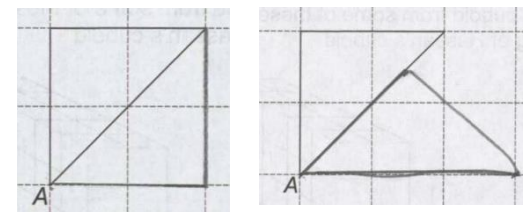
Learners were asked to find the difference between two temperatures. For these questions, they need to record their answer as a positive value, but in this context, as they were finding the difference, -17 was condoned. Different strategies were seen including drawing a number line as the numbers were one positive and one negative. A common error was to calculate $12 - 5 = 7$

Question 23

A significant number of learners found this question difficult. Some ignored the units and simply ordered the given numbers. The most common incorrect answer was ordering the units according to size and ignoring the numbers, for example, mm, cm, m, km and wrote the corresponding numbers from the question. Another common incorrect answer was 4.3 cm, 440 mm, 0.045 m and 0.42 km. Learners need practice converting into different units and also considering the size of some measurements to check if their answer is reasonable.

Question 24

This was well answered by the higher ability learners. These diagrams were the most common incorrect responses, where learners attempted a 90-degree rotation but misunderstood that the comparable rotated line needs to be 90 degrees to the original. Learners need practice of rotation from a given point.



Question 25

Higher ability learners performed well on this question as did average ability learners. Some learners confused the > and < signs and therefore did not score on the question. Very few scored 1 mark as they generally scored 2 once the correct interpretation of the signs were made. Learners showed few workings, and this demonstrated an understanding of fractions.

Question 26

A significant proportion of learners did not attempt either part of this question. Part a looked at surface areas, and part b at the volume of a 3D compound shape. The omission could have been to do with the vocabulary 'surface area' and 'volume'. Some learners demonstrated misconceptions and worked out volume for part (a).

- (a) Higher ability learners performed better at this question, though generally, their knowledge of surface area was not secure. Some learners calculated the surface area of the 3 faces they could see from the diagram and did not include the remaining hidden 3 faces making up the cuboid. Very few learners were awarded a method mark for showing the correct method containing arithmetic errors. A common incorrect answer was 30, from finding the volume of the cuboid rather than the surface area. Learners also need to show their calculations so they can follow their own steps in solving the question, for example, recording the surface area of each face and then $\times 2$ for the opposite faces. An addition calculation would then follow to show the total. There were many learners with partial calculations who were not confident with these calculation steps.
- (b) Part (b) required the learners to calculate how many cubes had been used to build a prism. There were a few approaches seen. One was to dismantle the prism into sticks of 3 ($9 \times 3 = 27$). Others calculated from the top: $3 + 9 + 15$. A common error was to calculate the top layers of the prism only, giving 15 cubes as their answer.

Question 27

A significant proportion of learners omitted this question. The sequence used both decimals and fractions and began with a negative number and ended with a positive number. Only the higher ability learners scored well on this question and only around half of those learners were awarded a mark. The most common method seen was to convert $1/20$ to 0.05 . Once 0.05 was seen, generally the learner was then successful at finding the difference between the consecutive terms. Some recorded 55 as their answer where they have converted to none decimal numbers and then not converted back when writing their final answer. Some common errors saw learners attempting to use the digits in the sequence and writing answers such as: $1/30$ or $2/20$ or $0/5$.

Question 28

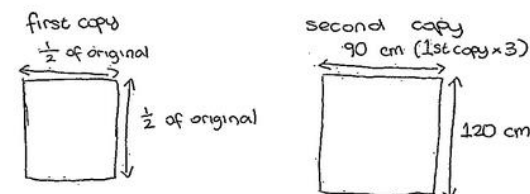
A significant proportion of learners did not attempt this question. Many of those attempting the question showed few calculations. Those who achieved 2 marks often worked through the question methodically with either a concise method (see first example), or a more structured calculation with clear steps to indicate what the numbers were representing at each stage and which calculations were being performed (see second example).

Some learners chose to use illustrations so they could visualise the steps needed (see the third example).

Learners who calculated the measurements of the first copy were awarded a mark for 30 and 40. This was the most common way 1 mark was awarded. Some learners then went on to calculate $40 \div 2 = 20$ and $30 \div 2 = 15$, giving 20 and 15 as their final answer. Some learners began with 90 and 120 and multiplied both by 3 instead of dividing, reaching 270 and 360 as their answer. Learners need more practice at these type of word problems with multiple steps and the opportunity to explore different ways of show their workings, for example, through step-by-step calculations, diagrams or tables. Exploring these different approaches will enable learners to find their preferred method.

$$\begin{array}{l} \div 3 \left(\begin{array}{l} 120:90 \\ 40:30 \end{array} \right) \div 3 \\ \times 2 \left(\begin{array}{l} 80:60 \end{array} \right) \times 2 \end{array}$$

$$\begin{array}{l} \text{2nd copy} = 120 \text{ cm}, 90 \text{ cm} \\ \text{first copy} = 120 \text{ cm}, 90 \text{ cm} \div 3 \\ \quad = 40 \text{ cm}, 30 \text{ cm} \\ \text{Original} = 40 \text{ cm} \times 2 \\ \quad = 80 \text{ cm}, 60 \text{ cm} \end{array}$$



$$\begin{array}{l} \text{First copy:} \\ \text{length: } 40 \text{ cm} \\ \text{width: } 30 \text{ cm} \end{array} \quad \begin{array}{l} \text{Original:} \\ \text{length: } 40 \times 2 = 80 \text{ cm} \\ \text{width: } 30 \times 2 = 60 \text{ cm} \end{array}$$

$$\begin{array}{l} \text{L: } 120 \div 3 = 40 \\ \text{W: } 90 \div 3 = 30 \end{array}$$

Question 29

Learners found this question difficult and a significant proportion of them did not attempt this question. Higher ability learners were able to demonstrate a better understanding. Methods varied from seeing multiples of 3 and 4 written down in pairs to try and reach a total of 105, though sometimes these pairs continued past the 45 and 60 as learners did not realise, they had reached the correct total of 105 rather than multiples that were 105 or close to 105. Some learners made arithmetic errors in their sequences of multiples (one error was allowed) and others selected the incorrect fruit from their sequences. A more common incorrect first step was to calculate 35 from dividing 105 by 3.

Many interpreted the total number of apples as being 105 and so calculated 105 divided by 4 as their first step which was a decimal answer. They then attempted to do $\times 3$. The most successful method seen was 105 divided by 7 which demonstrated an understanding beyond the primary curriculum. Some successfully reached 15 ($105 \div 7$) but then did not continue to complete the following step of $\times 3$ or they did $\times 4$ instead, calculating the incorrect fruit.

Question 30

Many learners did not reach the end of the paper, and those reaching this question found it difficult. The omission rate was high for a significant proportion of the learners. Those who attempted the question offered 108 as their answer which was the term and not the position. 120 was also a common incorrect answer, being a multiple of 6 that is greater than 100.

4.2 Cambridge Primary Checkpoint Mathematics 0096 – Component 02

General comments

Learners were well prepared for this paper and demonstrated a good understanding of many areas of the Cambridge Primary Mathematics Curriculum Framework. Many learners were able to complete most of the paper and fewer learners omitted questions but were willing to try them. The final few questions had a higher rate of omission but may have been due to learners being short of time to complete the paper in the time allowed. The standard was generally good.

Learners are reminded that this is a calculator paper and can be used on any question. They are still required to note their working out so a method mark can be awarded where appropriate. Underlining key words in the questions is a good strategy to use when approaching questions that involve reading and checking back over the question to ensure they have answered it as expected. Setting out workings clearly also helps the learners work through the word problem, check their work and consider the answer and its reasonableness.

Learners are overwriting digits in pen at some centres, and this can make the scripts hard to read. It is recommended that are made in pencil so that any alterations can be made when they are working on those questions. When making a mistake, learners should avoid overwriting digits as it can on occasions be difficult to read their intended final answer. They should cross out the incorrect digit and write a correct digit next to it. Learners need to take care with digit formation. Some digits were hard to distinguish between for example, 1 and 7, 4 and 9. When thinking about presentation, learners are also advised to use a ruler when drawing accurate shapes or a pair of compasses for circle construction.

It was apparent when looking through the papers that learners are better at recognising the properties of shapes rather than producing the shapes described. More opportunities are needed when exploring shape to ensure that learners have approached this topic in different ways.

Topics that were well answered:

- Converting decimals to fractions
- Ordering numbers with 2 decimal places
- Understanding that brackets can alter the order of operations
- Reflecting a 2D shapes across a diagonal mirror line
- Naming coordinates
- Plotting a point on a scatter graph and interpreting the trend in data
- Exploring mode and median
- Probability when completing sections in a spinner
- Identifying the value of a shape in an addition calculation

Question 1
Question 5
Questions 8 and 31
Question 10
Question 14(a)
Questions 20(a) and (b)
Question 23
Question 29
Question 30

Topics not so well answered:

- Identifying nets that do or do not make a net of a closed cube
- Measuring angles (within a picture)
- Understanding the difference between capacity and volume
- Identifying whether activities are mutually exclusive or not
- Calculating an end time from a start time when given the time difference as a decimal number
- Identifying numbers that round to a specific number when rounding to the nearest tenth
- Interpreting a line graph to calculate a time difference
- Drawing right angled triangles from a given area.

Question 6
Question 9(a)
Question 15
Question 16
Question 17
Question 18
Question 28
Question 34

Question 1

Learners of all abilities answered this question well. They demonstrated that they were confident when converting a decimal to a fraction and the layout of the question did not deter them. This shows that learners have been given opportunities to explore conversions in many different formats.

Question 2

Learners needed to recognise that this number sequence was based on square numbers and then to calculate the 8th term when given the first 4 terms. Some learners identified the sequence correctly but then chose the incorrect square number as their answer. Many used a method of finding the difference between the terms and continued to add in this way. Some made arithmetic errors in the method they chose that lost them the mark. This meant that some learners gained the mark without identifying the square number sequence as intended. The question was answered well by many learners.

Question 3

This word problem involved learners using an improper fraction as an operator. It was answered well by some learners. When working on word problems, learners need to ensure that their answer is reasonable giving the context of the question. Common correct answers were calculated by $3 = 30$, $1 = 10$ then $5 = 50$. Some used multiplication of the improper fraction by 30 but then left their answer as $\frac{150}{3}$ which did not score a mark. The most common incorrect answer was 18 (calculating $\frac{3}{5}$ of 30).

Question 4

Learners answered this question quite well overall. Learners had to interpret and compare two bar charts which visibly looked the same but had different scales. They were to explain why the same amount was not sold in each period recorded. Learners needed to reference the scales being different, either by saying that the scale on went up in 2s on one and in 20s on the other, or choose two comparable months (for example, June and December) and say one sold 5 and the other sold 50 (or 10 times as much). They could also just reference Period 2 as having sold more. Those who did not score sometimes focused on the reason being weather related or stated that the same number had in fact been sold. Some said the numbers sold were different but did not explain why. Care also needs to be taken when using y-axis and x-axis that they use them in the correct way. Some learners only referred to one period which was not a comparison.

Question 5

This question was very well answered by a large proportion of learners. They were ordering numbers with two decimal places. Learners need to take care when copying the numbers as misreads were not allowed in this question due to the similarity of the digits in the numbers being used. The most common of these was 10.5 for 10.05 or repeating a number, for example, 11.50, 11.50 then omitting another number from the list. Common mistakes seen were ordering the decimal numbers only and so 10.95 was placed as the largest number. Learners demonstrated a good understanding of 'smallest' and 'largest'.

Question 6

This thinking and working mathematically question was answered by most learners but many did not achieve the mark. Some used a strategy for classifying of counting the faces which would be on a closed cube (6 faces) and so the two nets on the bottom right were rarely selected. The most common incorrect shape was the bottom left. Some learners only selected one correct net as the word 'each' did not tell them how many. Others selected the two correct and one incorrect which negated the mark.

Question 7

Some learners answered this question well, demonstrating an understanding of the language of probability. Common alternatives to 3 out of 10 were 30% out of 100% or 30 out of 100. Incorrect answers included 3 out of 7 from counting the complement and not the total.

Question 8

Learners answered this question well. Some wrote calculations to see the effect the bracket would have in different places. Some may have left the question blank as they may have presumed the calculation was correct without the bracket being included. There were more learners leaving it blank than we would expect this early in the paper and this may have been the reason why. Some learners included the '+' inside the bracket and need further instruction about how to use the brackets correctly in these situations.

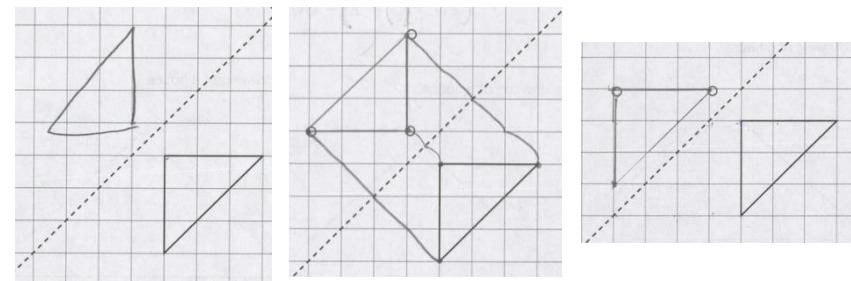
Question 9

Most learners attempted this question which asked them to measure an angle and then calculate two others.

- (a) The lower ability learners found measuring more difficult. Learners would benefit from the opportunity to measure angles in a picture. Learners need to ensure that they have a protractor to measure and draw angles in the assessments. Checking whether their answer is reasonable by thinking whether the angle is acute, obtuse or reflex would reduce some of the errors when incorrectly using the protractor (reading the wrong scale would give 86 degrees). A common mistake was the assume that the angle was 90 degrees or to use 100 from the next part of the question.
- (b) Learners were told the shape had a line of symmetry and that one angle was 100 degrees. Some still gave the answer of 60 degrees which would be an equilateral triangle that does have a line of symmetry but not exactly one. Learners needed to recognise that the triangle was an isosceles triangle which many did by giving the same number in each box though their 3 numbers then did not add to 180. Some learners gave 2 different numbers that added to 80 degrees, demonstrating their knowledge that angles in a triangle add to 180 degrees but not recognising that the triangle was isosceles. Some ignored the 'not drawn to scale' and measured the angles (30 degrees).

Question 10

This question was answered quite well by learners. They need to use a ruler when they draw diagrams as this produces a more accurate diagram. The first example was too inaccurate. Some learners used working lines to ensure the shape was positioned correctly. These lines were then ignored when awarding the mark (see the middle diagram. The common reason for not being awarded the mark was inaccurate drawings which were out of tolerance. Learners need to be careful that they use the grid correctly and check the vertices. A common misconception was to draw a translation instead of a reflection as this last diagram shows).



Question 11

Some learners answered this question well and recognised that there were two shapes to indicate. Some learners indicated only one correct shape or drew a ring around two correct but then one incorrect. The word 'each' does not tell the learner how many to select so they need to explore all the shapes before they decide. The most common incorrect shape to select was the last one.

Question 12

This thinking and working mathematically question looks at characterising two 2D shapes using inequalities. It was answered well by many learners. Some learners were not able to understand the $>$ and $<$ signs. Another common incorrect answer seen was $>$ then $<$. Some evidence was seen of recording area and perimeter around the shapes. There were many attempts made by some learners and overwriting often made it hard to determine their final answer.

Question 13

Many learners answered this question well. The most common incorrect answer was 16 which demonstrated some understanding of power with 16 being 4^2 or it could have been a misunderstanding that it was $4 \times 16 = 64$. More opportunities should be given to learners to understand the notation for squared and cube numbers.

Question 14

This question was in two parts and looked at coordinates and circle construction on a grid which was a different context to their normal circle construction questions.

- (a) Learners of all abilities answered this part of the question well. Common misconceptions were reversing the coordinates for x and y . Care needs to be taken with these as this will affect the marks for any coordinate question. Learners demonstrated confidence when working in the 4 quadrants.
- (b) This part of the question was not as well answered. Not many learners drew the circle on the grid which would have helped them answer the question. Learners should use a pair of compasses to construct their circle and then read the letter name that the circle will then pass through. The most common incorrect answer was A. If 'radius' and 'diameter' were confused, then answers of C were seen.

Question 15

This question was not well answered by many learners. They needed to check that their completed sentence answered the question. Learners rarely selected 3 litres. Learners needed to understand that it was the volume of water that is 1 litre and this was in the bottle with a capacity of 2 litres. Sketching an illustration of the bottle and water may have helped learners interpret the information. Discussion about capacity and volume is needed for learners to understand the difference between the two.

Question 16

This question was not well answered by many learners. All boxes needed to be ticked correctly for the mark. The common incorrect tick was for 'move and sleep' which many learners recorded as mutually exclusive. Good strategies seen were writing notes next to the chart, for example, some wrote 'sleepwalking' next to 'move and sleep'. Some reversed each answer, and this demonstrated a misunderstanding of the terms 'mutually exclusive' and 'not mutually exclusive'.

Question 17

This word problem on time was not well answered by some. Some calculated the time as 1:15 but recorded it incorrectly by not writing am or pm and so this was ambiguous, and the mark not awarded. Some wrote 13:15pm (a mix of 24-hour and 12-hour) which was allowed. Time notation needs some reinforcing. Many read the 0.25 parts of 4.25 hours as being 25 minutes and answers of 1:25pm were seen or 13:25 (see the left example below). Those using column addition of their times often gave incorrect answers. Not many number lines were seen which would have been a good strategy to use, as the method used in the righthand example below. This learner broke down the hours and minutes and dealt with them separately.

Handwritten student work for Question 17. On the left, it says "Gam Start" with a line underneath. To the right, there is a calculation:
$$\begin{array}{r} 1 \\ 09.00 \\ 4.25 \\ \hline 13.25 \end{array} +$$

Handwritten student work for Question 17. At the top, it says $0.25 = 15$. To the right, it says $13h + 15min$. Below this, there is a calculation:
$$\begin{array}{r} 9 \\ 1 \\ \hline 10 \end{array} +$$
 and to the right of this, it says $13:15$.

Question 18

There was evidence of calculations the distance each number was from 5.0. Learners in this question needed to identify those numbers that round to 5. The most common incorrect were 5.11 and 4.55 where learners looked at rounding to the nearest whole and not nearest tenth. Learners need to re-read the question to ensure they have correctly answered it. They need opportunities to explore rounding numbers to the nearest whole and then the nearest tenth and looking at the differences between the two different types of rounding.

Question 19

This thinking and working mathematically question looked at critiquing the question asked when conducting an investigation. Learners needed to say that the question would not produce the data that was required. Many approached this by offering a better question, for example, '*How many pets do you have?*' Some learners focused on not knowing which class the children would be from. Others offered answers that were a little vague for the mark, but they had understood that the question asked would not provide the data needed. Some were concerned about being able to trust the answers given or that some people may not have a pet. A significant number of learners did not answer this question and may not have understood the term 'disadvantage'. When conducting their own investigations, learners will benefit from critiquing questions and deciding if the data the question will produce will be accurate for the experiment or whether there is a better question they could ask.

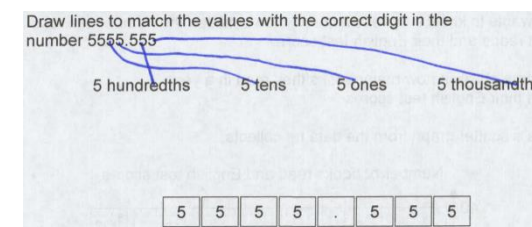
Question 20

This question was answered well by a significant proportion of learners. It was in two parts. Part **(a)** involved plotting a point on a scatter graph and part **(b)** was interpreting a trend in the data. As with some part **(a)** and part **(b)** questions, learners need to ensure that they answer both parts. Part **(a)** had a high omit rate compared to part **(b)**.

- (a)** A significant proportion of learners did not attempt this part of the question. It may have been overlooked. Learners need to be careful to answer both **(a)** and **(b)** parts of a question and notice the number of marks given in the margin. Some learners plotted more than one point which led to ambiguity of their answer. Those who plotted a point tended to plot it correctly. Only on occasions was a point plotted for 35 books and 30 scored on the English test which demonstrated a good understanding of how scatter graphs work.
- (b)** Learners answered this part of the question well and any response indicating an increase was awarded the mark. Common incorrect answers were trying to give a number to complete the sentence. Many lines of best fit were seen drawn on the scatter graph.

Question 21

This question was well answered by many learners demonstrating an understanding of place value. Some drew lines from the '5 hundredths' etc. to the 5555.555 number above and tried to include lines to all the digits in the number. 'Hundredths' and 'thousandths' were the most common incorrect responses as they were confused with 'hundreds' and 'thousands'.



Question 22

This question was not well answered by many learners. Many were unsure how to use their calculator to answer this question. Many incorrect responses were $60 - 15 = 45$ or $60 - 0.15 = 59.85$ (knowing that 15% is equivalent to 0.15). Others calculated $60 \div 15 = 4$ then $60 - 4 = 56$. Rarely seen was 0.15×60 then $60 - 9 = 51$. Or 0.85×60 .

Most learners who scored 1 mark calculated 15% by finding 10% then adding half of this (5%) to make 9 ($6 + 3$). Some then offered this as their answer, not checking back to see if this had answered the question and what the 9 represented. Some arithmetic errors led to them calculating 15% as 900 and then they were unsure how this subtracted from 60 so needed to go back and look at their calculations. Learners need to consider the reasonableness of their answers in the context of the question and think through the steps to ensure they have completed the calculations. Those who were awarded the mark often had clear workings that methodically calculated each stage of the question. This example shows the learner calculating 15% of 60 then subtracting this from 60. They have indicated their final answer which they then copied into the answer box.

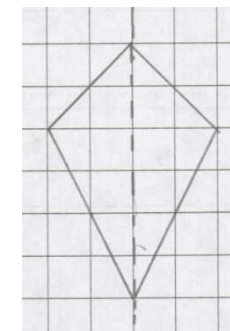
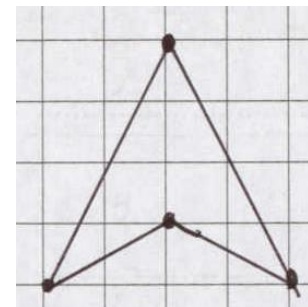
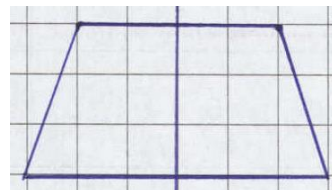
Handwritten student work for Question 22. The student has written two calculations. The first is $\frac{15}{100} \times 60 = 9$, with a vertical line under the 15 and 100, and a horizontal line under the 60. The second calculation is $60 - 9 = 51$, with a vertical line under the 60 and 9, and a horizontal line under the 51. The final answer 51 is circled.

Question 23

This question was answered well by a significant proportion of the learners. They were able to score either one or two marks. Very few did not score. By identifying two correct from mode, median, mean and range, they then achieved one mark. Learners need to take care when crossing out their responses and replacing with new answers that their final answer is clear. The most common correct for one mark were mode and median. Mean was the most common incorrect as this involved a calculation for which there was often little evidence to see if the problem was arithmetic or with the method in calculating the mean.

Question 24

Many learners found this question difficult, and it was omitted by a high proportion of learners. The examples on the right are good examples from learners who were awarded the mark. Some included the line of symmetry on their shape. The most common correct shape drawn was a kite. Many drew inaccurate freehand drawings and needed to use a ruler as the question asked them to do. Shapes drawn with a ruler were the most accurate ones seen. There were several learners who drew triangles, not understanding the properties of a quadrilateral. Others drew quadrilaterals, for example, squares, rectangles, parallelograms and rhombuses (thinking these were kites). Properties of parallelograms and kites needs reinforcing as some were drawn with incorrect lines of symmetry on them. Some learners missed the 'exactly one' line of symmetry in the question.



Question 25

This question was generally answered well. The most common correct answer seen was \$10 and \$15. Some wrote the number of notes that would be needed and had misread the question, though their mathematics was correct. A common incorrect response was to write a pair of numbers with a sum of 25. Also seen were the correct calculations but then the notes had been reversed when recording their answers on the answer line.

Question 26

This question was answered well by the higher ability learners who generally scored 2 marks. The most common responses for the first row were 2 and 20 and for the bottom row, 10 and 15. Common incorrect responses for the last row were 5 and 6 (possibly from $5 \times 6 = 30$). Some learners considered the two numbers could be applied separately: 5 is a factor of 5, and 30 is a multiple of 6. Many learners were able to score 1 mark, and this was often from the top row being correct as they were given the two numbers to find common factors and multiples for.

Question 27

This question was attempted by most learners, many though found it difficult. Care needs to be taken to record the coordinates the correct way around. Learners who reversed them here also reversed them in a previous question and so lost more marks. The most common incorrect answer was $(-2, 1)$ for completing a trapezium rather than a parallelogram. Few drawings of a parallelogram were seen. Some gave $(-1, 1)$ as an answer with no completed parallelogram to determine if this had been misread from a correct shape. Often the coordinates given were one square away from a possible correct answer. Learners need to use the diagrams given to work out their answers.

Question 28

Many learners of all abilities found this question difficult. Some incorrect answers were from the correct workings – writing 12:00 to 20:00 or recording their answers as a time (08:00) rather than a time interval. This was often seen to derive from column subtraction methods. Many found the graph hard to interpret.

Question 29

This thinking and working mathematically question was answered well by a significant proportion of the learners. Multiple attempts were made for some at writing the numbers in the spinner where they started to complete the spinner before reading all of the criteria or they checked their answer and realised some criteria had not been met. One mark was available and so only fully correct responses were awarded a mark. The most common criteria missed was that 4 was the least likely outcome.

Question 30

This question was answered well by many learners. They demonstrated an understanding of thinking and mathematical skills when finding one set of numbers the shapes could represent in an addition. Some learners calculated sets of number that added to 27 but were not between 1 and 10, for example, triangle = 1 and circle = 24 or triangle = 5 and circle = 12. Most learners understood that the triangle number was being used 3 times in the addition. Learners need to ensure they have re-read the question, looked at the key information to ensure their answer correctly answers the question.

Question 31

This question was answered quite well by some learners. They were seen to write calculations in the answer space to check their numbers within the calculation. Using specialising skills, learners applied their knowledge of order of operations to find one solution out of a few possible solutions. Some learners offered solutions other than $1 + 3 \times 5$ or $3 + 1 \times 5$ but then did not include the brackets. For example, $(3 + 5) \times 2$ where the bracket was needed to have an answer of 16.

Question 32

This question was not attempted by a significant proportion of the learners. This may have been due to the fact it was at the end of the paper and learners may have used the time on previous questions. The illustration helped learners visualise the shapes and they could see there were 3 shapes.

Many wrote $15 \div 3 = 5$. Some measured the shapes in the diagram, even though 'not drawn to scale' was written next to the picture. Other common incorrect answers included 3 (where they can see 3 shapes), 2.5 (radius) and $15 \times 15 = 225$.

Question 33

Many learners answered this question well. Some demonstrated methods by drawing in working lines. Encouraging learners to indicate corresponding vertices on the two shapes before counting the translations will help to eliminate any errors. Some learners offered coordinates for their answers for where the corresponding vertex on A became in shape B, rather than describing the translation itself using the number of squares right and down. Learners should be given the opportunity to discuss translation in a variety of ways.

Question 34

Many learners omitted this question which may be due to running out of time. Some did not draw right angled triangles. Those correct triangles drawn were more often 4×4 and then 8×2 were seen. Some drew triangles with incorrect areas, for example, 8×8 right angled triangles. Others drew an incorrect triangle with the correct lengths on the side which were not creditworthy responses as the question wanted the learner to draw the correct shape. Some also missed the longest side off their triangle and only joined 2 of the vertices. Some learners offered other shapes, the most common incorrect was a rectangle. Learners may be familiar with working out the area of a triangle, but were not as familiar with drawing a shape from a given area.

5 Cambridge Primary Checkpoint Science 0097

5.1 Cambridge Primary Checkpoint Science 0097 – Component 01

General comments

Learners demonstrated a good understanding of many areas of the framework answering recall questions well. Areas where they showed particularly good understanding and knowledge were the names of different organisms which can cause disease, and the changes that take place during puberty in females. Learners also demonstrated the ability to interpret the information provided within the question to select the correct choice of answers provided. For example, when identifying the property that all the gases listed in the table had from the information within the table, and when they were interpreting the diagram of the rock cycle to identify the type of rock based on the processes listed about their formation, as well as interpreting the information in the food web. Areas of the framework where there could be more focus are; the interpretation of particle models of the processes of evaporation and boiling, making predictions from line graphs, recalling the properties of gases, what happens to particles when dissolving as the temperature changes and explaining differences between parallel and series circuits.

Question 1

- (a) This question was answered correctly by many of the learners. Some of the learners answered virus, which was mentioned in the stem of the question, highlighting that some of the learners need to read the questions carefully. Another common incorrect answer was learners providing examples of different viruses or methods of transmission, such as coughing and sneezing.
- (b) Good answers to this question showed an understanding of the respiratory system and how it produces mucus as part of the human defence system against invading pathogens. Some learners provided answers listing other defence mechanisms which are not related to the respiratory system, such as the eyes producing tears or stomach acid, which were not credited.

Question 2

- (a) Learners that provided good answers to this question showed a very good understanding of the process of evaporation and could interpret the model to explain how it showed evaporation only occurring at the surface. These answers gave descriptions of the particles only escaping from the surface of the liquid or descriptions of the arrows only going upwards from the surface. Some of the learners described the particles moving upwards, but did not include '*only from the surface*', so this was insufficient for the mark as there are particles rising upwards in the boiling model as well. As the question asked the learners to describe how the particle model showed this concept the learners were expected to either discuss the particles or arrows in their answer. Some of the learners provided answers explaining other things that happen during evaporation, for example there are no bubbles.
- (b) The most common correct answer for this question was that there were bubbles in the boiling particle model, or there were no bubbles in the evaporation model. The learners did need to make it clear which process they were discussing in relation to the bubbles, so answers of no bubbles were insufficient for the mark. Other good answers described the arrows only moving upwards in evaporation, or the arrows moving in different directions for the boiling model, with the answers qualifying which process they were discussing. Some of the learners discussed the different temperatures that evaporation and boiling occur at, which is not shown by the models.

Question 3

- (a) Learners that answered this well showed a clear understanding that light rays travel in straight lines and the light will be reflected once it hits the snooker table cushion in the model. Some of the learners drew curved lines rather than straight lines.
- (b) Some of the learners correctly answered this question, showing their understanding of the process of reflection. Some of the learners thought the model was showing the process of refraction. Learners must be clear in their answer that it is reflection that they are referring to, answers which merge the spellings of reflection and refraction, such as reflaction, cannot be credited as it is unclear which process they are referring to. Some of the learners described what was happening, providing answers of the ball changing direction rather than naming the property of light that the model was showing, which the question asked for. Some of the learners described the light ray bouncing off the cushion.

Question 4

This question proved to be a more challenging question for the lower ability learners and there were a variety of different answers, with the most common answers being 800 million km or 5000 million km from the Sun. 800 million km was the distance from the Sun if asteroid X took 5000 days to orbit the Sun. A few of the learners used the information provided in the stem of the question to interpret the graph and accurately read the scale to determine that if it took asteroid X 1800 days then asteroid X was 425 million km from the Sun.

Question 5

This question was answered well by many of the learners. Some of the learners provided changes which happen to boys or changes, such as hormones being released, which is a chemical change rather than a physical change. When discussing a growth spurt it must be clear that this is what they are describing, if they just describe an increase in height this is insufficient, it is a rapid increase in height rather than just getting taller.

Question 6

- (a) This question was answered correctly by most of the learners.
- (b) A few of the learners demonstrated good knowledge of this area of the framework and provided answers such as gas having mass or taking the shape of the container. Many of the learners stated properties already provided within the table in the question, whereas they were asked to state one other property. Some of the learners named gases rather than stating a property.

Question 7

Many of the learners answered this question correctly, achieving both marks and many achieved one mark. Some of the learners put the answers the wrong way round, which may have been a transferring information from the diagram to the table difficulty.

Question 8

Many of the learners answered this question correctly, showing good knowledge of this area of the framework and the ability to interpret the information provided in the diagram. The most common correct answers were igneous followed by sedimentary. A few of the learners put sediment for sedimentary and metamorphism for metamorphic, which were not credited.

Question 9

- (a) Some of the learners answered this question well. The most common incorrect answer was including penguin as one of the animals that only eat krill. In the food web in the question, the penguin eats fish and squid as well as the krill.
- (b) Most of the learners answered this correctly. A few of the learners provided answers of seal or orca which were both predators and some of the learners identified a predator, such as the orca and its prey, the penguin.
- (c) The most common incorrect answer for this question was the tiny plants. The tiny plants are the producers in the food web, whereas the energy source is the Sun that the producers use to transfer the energy into the food web.
- (d) Learners that provided good answers to this question clearly described the krill eating the tiny plants and then the penguin eating the krill. Some of the learners just described the penguin eating the krill which did not explain the transfer of the toxic substance from the tiny plants to the krill.

Question 10

- (a) Many of the learners provided good answers to complete the description of the pattern shown in the graph as the mass of the sugar dissolving increasing. Some of the learners did not clearly indicate that the mass was increasing and provided insufficient answers of 'the mass of sugar' whilst some of the learners discussed the sugar dissolving quicker, which is not the dependent variable being measured in this investigation.
- (b) Good answers to this question showed an understanding of this area of the framework and that as the temperature increases the particles will gain energy or move faster. Some of the learners discussed the particles melting rather than dissolving or breaking down. Some of the learners discussed evaporation but not in relation to the particles and some of the learners who did discuss the particles evaporating did not discuss evaporation in relation to the increase in temperature and that the particles would evaporate faster. Answers were more focused on the particles evaporating to leave the sugar particles behind, rather than relating it to the increase in temperature asked about in the question.
- (c) Many of the learners achieved either one or both marks for this question. The most common incorrect answer was that 'sugar melts in water'.

Question 11

- (a) Many of the learners correctly identified the correct two lamps which would light. The most common incorrect answer was lamps A and B.
- (b) Some of the learners did not answer this question. Some of the learners described what would happen if the switch was open and if the switch was closed, discussing which lamps would light, rather than explaining why the circuit was a series circuit when the switch was open, such as there only being one path for the electricity to flow or why it was a parallel circuit when the switch was closed, as there was now more than one pathway for the electricity to flow. Some of the learners did attempt higher level answers, discussing the lamps sharing the same current in the series circuit. Although credited this level of understanding is not expected at this age.

Question 12

Many of the learners achieved either one or both marks for this question. The most common incorrect answer was thinking it was true that the soft parts of an animal forms a fossil.

Question 13

- (a) Some of the learners identified the number of breaths taken in one minute as being the dependent variable for the investigation. Some of the learners repeated the title of the investigation from the stem of the question. 'How exercise affects the number of breaths she takes in', which did not clearly indicate which variable they thought was the dependent variable. Breaths on its own was insufficient for the mark.
- (b) Many of the learners correctly completed the first gap for the first mark. Many also correctly completed the second gap, with the most common incorrect answer being air which was too vague. The third gap was the most incorrectly filled in with the most common incorrect answers being heart, lung and body. This question was assessing the understanding of learners that the oxygen moves from the lungs into the blood to be transported round the body. A few learners completed the gaps as carbon dioxide and air respectively, which was credited.

Question 14

- (a) A few of the learners were able to correctly use the protractor to work out angle A. The most common incorrect answer was 67° .
- (b) Some of the learners demonstrated an understanding of refraction, showing their light rays bending on entering the glass block and drew the ray as a straight line. Some of the lines drawn were not straight and were not credited. Some of the learners drew the light ray being reflected from the glass block. Some of the learners did not answer this question.

Question 15

- (a) Some of the learners identified the correct property being investigated. There were a variety of incorrect responses, such as just conductor, which was insufficient, or thermal conduction or a description about the investigation, rather than identifying a property.
- (b) Some of the learners correctly described the lamp would light. Some of the learners discussed that the electricity would flow round the circuit but did not include how we would know this was occurring due to the lamp lighting. Some of the learners simply stated that the circuit will work.



Question 16

Many of the learners answered this question correctly, with the most common incorrect answer being ‘weight is the amount of matter in solids, liquids and gases.’ Some of the learners ticked more than one box.

Question 17

Many of the learners correctly drew a crescent shaped moon on the correct side of the Moon. Some of the learners selected the right side of the Moon but did not draw a crescent shape whereas some learners drew a crescent shaped moon but on the wrong side of the Moon.

Question 18

Good answers to this question demonstrated an understanding to the type of questions asked in a key to illicit a yes or no answer to distinguish the different rocks from each other, which would lead to their identification. Some of the learners provided a question which asked two questions in one, such as does the rock contain layers or fossils, or is it hard or smooth, neither of these questions would provide a yes or no answer. Other learners asked questions about how the rocks were formed, which cannot be seen by the pictures of the rocks, so cannot be used to separate them for their identification.

5.2 Cambridge Primary Checkpoint Science 0097 – Component 02

General comments

Learners displayed a good understanding of many areas of the framework answering recall questions well. Areas where they showed particularly good understanding and knowledge were the names of different types of blood vessels and substances carried around the body by the blood, reflection and the names of objects that orbit the Sun. Learners also showed a good understanding of what an anomalous result is and interpreting the information provided within a table to describe a pattern, identifying what happens during reflection as the angle of the incoming ray is changed. Areas of the framework where there could be more focus are the identification of the independent and dependent variables within different investigations, interpreting different soil diagrams in relation to the drainage of water, and explaining results using scientific knowledge to formulate a conclusion.

Question 1

- (a) Some of the learners correctly stated that A and C were arteries and it was the most common answer, but there were also a variety of different combinations of answers.
- (b) Many of the learners correctly stated the other two types of blood vessels. The most common incorrect answer was arteries, which was the type of blood vessel already given in the stem of the question. Some of the learners stated red and white vessels or red and blue vessels.
- (c) Most of the learners correctly stated two substances carried by the blood. Some of the learners stated red and white blood cells, which were not accepted as they are structures not substances.

Question 2

- (a) Many of the learners correctly filled in the column heading with the units and then put the data into the correct place in the table without including the units in the body of the table. The most common incorrect answer was where learners included the units with the data in the body of the table when the units should only appear within the column heading, or they wrote the column heading without the units.
- (b) Some of the learners correctly identified that the temperature at which a substance changes state is a property of the substance. There were a variety of different answers but the most common were chemical reaction and product. An understanding of the term property is an area that could be focused on more.

Question 3

- (a) This was a question that some of the learners did not attempt. Learners must be careful to not miss these types of questions, which do not have a dotted response line. Most of the learners who did answer this question correctly circled the anomalous result.
- (b) Some of the learners displayed good graph drawing skills, carefully plotting the points accurately with a small 'x'. Learners should be encouraged to plot their points with a small 'x', as it increases the accuracy of their points, with the centre of the cross being at the plotted point. Some of the learners plotted the points with large dots which covered almost all the square, making their plot inaccurate. Some of the learners also drew straight lines through the points for their line of best fit. Learners should be encouraged to use a ruler to draw a straight line for the line of best fit rather than trying to join the points free hand and dot to dot, as they are expected to draw a straight line using a ruler.
- (c) Many of the learners correctly identified the relationship between angle A and angle B and answered this question correctly.
- (d) Many of the learners could then explain the relationship between the angles to show that if angle A increased by 10° then angle B would also increase by 10° . Some of the learners only said that angle B would increase which was not sufficient for the mark. A few of the learners thought that angle B would decrease by 10° .

Question 4

- (a) Good answers to this question discussed the size of the clay particles or the spaces between the particles being closer together leading to the soil having a high-water content. Some of the answers were too vague and did not relate sufficiently to the structure of the soil shown in the diagram. Some of the learners discussed why the soil would be good for growing specific crops, which was not what the question was asking.
- (b) A few of the learners used the information in the diagrams to describe how adding sandy soil would increase the spaces between the clay soil particles so the water could drain more freely. Some of the answers started well but did not fully explain what would happen to the water and simply stated that the gaps would get larger or the sandy soil particles were larger.

Question 5

- (a) A few of the learners correctly identify when the boys were having a sudden increase in growth and read the scale of the graph accurately. Some of the learners identified when the girls were having a sudden increase in growth and other learners encompassed all the time when the girls and the boys were having a sudden increase in growth. Some of the learners included the time after the sudden increase in growth, such as 15 years, which is after the peak in growth, when the growth is starting to slow down.
- (b) Some of the learners identified good similarities shown in the graph between the growth of boys and girls, with the most common correct answer being that they both started at 22 cm. Other learners correctly stated that they had similar growth between the ages of 1 and 8, although some of the learners extended this to 9 or 10 years by which time the growth of boys and girls had started to differ. Some of the learners described differences between the growth of girls and boys rather than similarities and some of the learners described the similarity given in the stem of the question about them having a sudden growth or discussed the difference in the timing of the sudden growth of girls and boys. Some of the learners misread the graph and discussed the height of boys and girls rather than growth.
- (c) Many of the learners answered this question correctly either discussing puberty or higher-level answers of hormones, which were credited but not expected. Some of the learners discussed diet and age, which were not credited.

Question 6

Some of the learners provided good answers to suggest why the object with 180 g floated, such as it being flat or hollow or having a larger surface area. Some of the learners described the object as being lighter than the objects which sank, or having less mass, which was not true as it had a greater mass than one of the objects which sank.

Question 7

- (a) A few of the learners showed a good understanding of the meaning of independent and dependent variables and were able to correctly identify the independent variable as being the material of the spoon and the dependent variable as being the time taken for the butter to melt, in this investigation. This is an area of the framework where there could be more focus. Some of the learners thought the independent variable was the temperature of the water or the boiling water or the volume of boiling water and the dependent variable as the butter or the amount of butter or vice versa.
- (b) Many of the learners correctly circled thermal conductivity as the property of the spoon that was being investigated, with the most common incorrect answer being melting point.
- (c) Learners who provided good answers to this question connected the thermal conductivity of the spoons to the time taken for the butter to melt, identifying that spoon A's butter took the shortest time to melt so spoon 'A' had the highest thermal conductivity and spoon D's butter took the longest time to melt and so spoon 'D' had the lowest thermal conductivity. Other learners identified that the spoons had different thermal conductivity, which was sufficient for 1 mark. Some of the learners described the information in the results table rather than providing explanations for the results, such as listing the order of the speed of melting of the butter for the different spoons. Discussing the melting of the butter rather than relating it to the thermal conductivity of the spoons was the most common incorrect answer.

Question 8

- (a) Some of the learners correctly identified the pattern between the years when the comet had been visible as either 75 or 76 years. Evidence of this in their answers was worth 1 mark even if their answer at the end was incorrect, so it was valuable for learners to show their working. Using this pattern some of the learners then added either 75 years or 76 years onto the last sighting of the comet, 1986, to calculate that the next possible sighting would either be in 2061 or 2062. Some of the learners did not identify the pattern and circled or chose one of the years listed in the question.
- (b) This question was answered correctly by most of the learners.

Question 9

- (a) Many of the learners answered this correctly stating that the production of a gas or bubbles was an observation to show that a chemical reaction had taken place. Some of the learners discussed the magnesium melting or dissolving which were not evidence of a chemical reaction but a physical change and that was not what was being described in this reaction. Other learners discussed not being able to reverse the reaction, which was not an observation.
- (b) Many of the learners correctly selected the hot water and the magnesium as being the reactants in the experiment. The most common incorrect answer was hydrogen gas as one of the reactants.
- (c) Some of the learners correctly selected magnesium hydroxide and hydrogen as being the products in the reaction. There was a variety of different incorrect responses, such as bubbles or magnesium or just hydroxide.

Question 10

- (a) Most of the learners correctly selected the year as 2016. A few learners selected 2017, which had the next highest number of people with malaria or stated 742 as the highest number of people with malaria rather than the year in which this occurred.
- (b) Good answers to this question linked the mosquito net to the reduction in the number of people getting malaria as a method of preventing the mosquito from biting people. Many of the learners discussed the net stopping the mosquito from getting through but not why that would then reduce the number of cases of malaria.
- (c) Many of the learners showed a good understanding of this area of the framework and were able to explain how the toxic substance in the water initially passed into the plants, which were then eaten by the fish, transferring the toxic substance to the fish, and then how the fish were eaten by the birds, transferring the toxic substance to the birds. Answers which referred to the birds or the fish directly eating the toxic substance were not accepted.

Question 11

- (a) Many of the learners correctly labelled the different electrical symbols, with the most common mistake being the labelling of battery for the cell. The most common correct answer was for the bulb or lamp. Some of the learners were less familiar with the symbol for the buzzer.
- (b) Most of the learners who answered this question answered it correctly. Some drew the symbol for the closed switch on the electrical circuit diagram in the question, rather than the space provided, but this was still credited. Some of the learners missed this question and must take care not to miss out questions which do not have a response line to write their answers.

Question 12

- (a) Many of the learners showed an understanding of how the granite is formed discussing either magma or lava cooling. Answers discussing the magma solidifying or crystallising were also accepted. Answers referring to pressure were not accepted.
- (b) Good answers to this question identified that the shale was formed from sediment being compacted or under pressure. References to heat were not accepted as this is needed for the formation of metamorphic rock rather than sedimentary rock. Some of the learner's answers were insufficient for the mark with them only discussing the idea of sediments forming layers or sticking together without the addition of the idea of these being compacted or under pressure. Some of the learners listed statements of the erosion and compaction but needed more explanation of what these involved to be credited with the mark.

Question 13

Many of the learners scored one mark for correctly labelling the force from Rajiv as 'P' in the correct direction. Higher ability learners showed an understanding that the frictional force will be acting in the opposite direction to force 'P' and it will be the same size as the box is not moving. Some of the learners drew force 'F' in the correct direction but either drew it bigger or smaller than force 'P'. Some of the learners labelled the arrows already labelled as the normal force and weight on the diagram as 'P' or 'F'.

6 Cambridge Primary Checkpoint Global Perspectives 0838

6.1 Cambridge Primary Checkpoint Global Perspectives 0838 – Component 1

Key messages

- Attainment on the Checkpoint ranges quite widely between centres. Some excellent examples of Team Projects were submitted by centres where learners had clearly been prepared well, and were provided with teacher guidance and support during the project. This contrasted with centres where learners appeared to be lacking in preparation, and received little in the way of guidance and support. All centres would be well-advised to give their learners prior experience of participating in a Team Project before entering them for the Checkpoint.
- Specific areas in which guidance and support are essential to ensure positive outcomes for learners include helping teams to make good decisions when it comes to choosing a local issue to focus their project on, setting a realistic goal for their project, and planning an achievable course of action. Guidance is also crucial in making sure that learners are properly informed about what to include as content in their Team Report and Personal Reflection. The extent to which teachers can offer learners support is clearly set out in the Cambridge Primary Global Perspectives Checkpoint Instructions document (page 4, The role of the teacher).
- Reminders are given throughout this report that for team submissions (Team Report, Evidence of Action and Team Collaboration), all members of the same team should receive the same mark.

General comments

Assessment Objective 1 Research, analysis and evaluation

Achievement relating to this AO is assessed in the **Team Report** and **Evidence of Action**. Both of these are team submissions.

(a) The **Team Report** is assessed using the following criteria:

(i) *'justify the issue chosen'*

Many teams chose issues of local relevance; their knowledge and experience of these issues in their own lives often produced thoughtful justifications for their choice. It was also easier for these teams to plan and carry out a course of action that was practical and likely to have a positive local impact on the issue. The local nature of the issue allowed teams to carry out their own primary research into it; if the issue also had a global dimension, this allowed teams to refer to secondary sources, too. Where teams chose an issue of little local relevance, and relied more on secondary research, they often struggled to justify their choice, or to plan and carry out a coherent course of action that would have a positive impact. In such cases, there was often a tendency to generalise about a topic (for instance, information technology) rather than to focus on a specific issue. Some centres appeared to insist that all teams focus their Team Project on the same issue; where the choice of issue was taken out of the teams' hands like this, they often struggled to come up with a justification for it.

(ii) *'outline and explain different perspectives on the chosen issue, based on research'*

This remains the most challenging of the four assessment criteria for many teams. Most teams were able to outline and to some extent explain their own perspective on their chosen issue, although this was sometimes more implied than explicitly stated. Far fewer were able to identify other perspectives on the issue, or to explain them. Some of the more successful teams used primary research (surveys, questionnaires or interviews) to explore what different perspectives on their chosen issue there were among their classmates or within the local community. To help raise teams' level of attainment with regard to this criterion, it might be beneficial to discuss with them what a 'perspective' is (the glossary of the Primary Global Perspectives Curriculum Framework document defines this as 'a viewpoint on an issue based on evidence and reasoning'), and to encourage them to identify more clearly what their own perspective on their chosen issue is, and why they think like that about it. It is worth noting that (again according to the Curriculum Framework document) by Stages 5 and 6, within the Evaluation strand, learners are expected to be addressing the learning objective 'Discuss own opinion about another's perspective, identifying points you agree or disagree with' (56E.02).

(iii) *'state the goal set to address the issue'*

The ability of teams to set a clear goal related to their chosen issue is often crucial to the overall success of their Team Project. Where teams set a single, focused goal that is achievable within the means and the time available to them, it can have a very positive impact on their ability to plan and carry out a course of action that will enable them to meet that goal (and will also most likely affect the quality of their Evidence of Action, see below). Teams created difficulties for themselves when they were allowed to set goals that were too vague or broad in scope (or allowed simply to set too many different goals). One frequently occurring example of this was those teams that set the goal of 'raising awareness' about their issue. Teams can be encouraged to refine such a goal and make it more focused by indicating whose awareness the team are attempting to raise (their target audience), by what means, and for what purpose. Teachers can be more pro-active in their support for teams in this respect; as stated in the Cambridge Primary Global Perspectives Checkpoint Instructions document (page 4) one role of the teacher in the Checkpoint is to 'support each learner and team in their initial preparation to... identify a suitable local issue and set a goal related to this issue'.

(iv) *'give an account of the course of action taken, with a discussion of its strengths and limitations'*

Teams that were given the opportunity to fully implement their planned course of action were at an advantage when it came to giving a detailed account of it; even more so when discussing its strengths and limitations. This discussion should focus on the course of action itself: to what extent did it help the team to meet its goal, and what aspects of it could be improved? Teams can be encouraged to do more to evaluate the success of their course of action. For example, when setting the goal 'to raise awareness' of their issue, what could the team do to measure how successful they have been in achieving this? Some teams chose to discuss the benefits and challenges of teamwork rather than the strengths and limitations of their course of action. This does not address the assessment criterion for the Team Report, and is more appropriate if included in the Personal Reflection.

The most successful Team Reports dealt in some depth with each of the four criteria (i)–(iv) described above, and achieved a good degree of balance between them. While a few teams exceeded the 500-word limit for the Team Report (sometimes because they placed too much emphasis on reporting their research findings), it was more often the case that Team Reports were much shorter than the minimum preferred length (300 words). It is unlikely that such short texts will adequately address the four criteria, and indeed in some instances one or more of the criteria were ignored altogether. Centres can help teams to overcome such deficiencies by providing them with a template based on the assessment criteria to use as scaffolding for their writing.

The Team Report should be the result of a collaborative effort by the team. Therefore, the same mark for the Team Report must be awarded to all members of the same team.

(b) For this AO, the **Evidence of Action** is assessed using the following criterion:

(i) *'course of action'*

Teams that had set a clear goal, and had planned and implemented a course of action linked to their goal, were generally able to provide evidence showing how effective they had been in achieving their goal. Where the goal was less clear (for example, because it was too ambitious, or too vague, or because too many goals had been set) teams often struggled to present evidence that showed the effectiveness of their course of action.

When their Evidence of Action is organised into a single document (for example, a Powerpoint or PDF) teams are often able to present a clearer picture of their action and of how well it had been executed than when the evidence is presented as a number of separate documents (jpegs, mp3s, etc.) which lack any overall coherence.

When submitting Evidence of Action, centres are requested not to include hyperlinks to websites or other online resources, as Cambridge may not be able to access these. If a team has created an online resource as part of their Team Project, please ask them to provide screenshots of it as part of their Evidence of Action, and to label clearly what each item is.

The Evidence of Action is a team submission, based on a collaborative effort by the team. Therefore, the same mark for the Evidence of Action must be awarded to all members of the same team.

Assessment Objective 2 Reflection

Achievement relating to this AO is assessed in the **Personal Reflection**, which is submitted by individual learners.

(c) The **Personal Reflection** is assessed using the following criteria:

(i) *'reflection on thoughts (personal perspective)'*

Some learners simply stated that their personal perspective on their chosen issue had changed as a result of taking part in the Team Project; others listed things that they had learnt about their issue during the project. Higher marks were attained when learners were able to identify specific changes to their perspective and describe experiences which had caused these changes to come about, or explain how the things that they had learnt about the issue had enabled them to develop and change their perspective on it.

(ii) *'reflection on behaviour related to the chosen issue'*

As with criterion (i), learners who were able to identify and explain the specific changes that had taken place during the Team Project attained higher marks than those who simply stated that changes had taken place. Learners should be encouraged to focus their reflection on how their behaviour (or the behaviour of others) has changed in relation to their chosen issue (what do they do now that they did not do before, or what have they stopped doing that they did before?). For example, in the context of a project on how to conserve energy in the home, learners could explain that they have stopped leaving the TV on stand-by after learning that this means the appliance is still using power, and that they have persuaded other family members to switch off the lights if they are the last person to leave the room. Centres should make sure that learners understand that 'behaviour' here does not refer to their conduct in class during the Team Project.

For both assessment criteria **(i)** and **(ii)**, learners are required to explain changes that have taken place during the Team Project. Reflection on these changes is enabled if learners are given the opportunity to reflect on their starting point in both instances – what is their perspective on their chosen issue at the beginning of the project, and how does the issue affect their behaviour at this point? This can then be compared to their perspective and their behaviour at the end of the project, and at various stages along the way. In other words, reflection on thoughts and behaviour should be on-going throughout the project to enable learners to reflect fully on the changes they experience.

(iii) *‘reflection on personal contribution to teamwork’*

Learners can be encouraged to reflect in a balanced way on both the strengths and limitations of their individual contribution to the team. Their reflection should go beyond simply listing the things they did during the project, and should attempt to evaluate their actions. In other words, how did their actions help the team to meet its goal, and how could they have improved or refined their actions to support the team further?

(iv) *‘reflection on experience of teamwork’*

Learners often gave narrative accounts of what their team did during the Team Project without reflecting on how the actions they described might help to explain some of the benefits and challenges of working together as a team. This approach is unlikely to result in higher marks being awarded for this criterion. Conversely, generic statements about teamwork that are not supported by specific examples drawn from the learner’s experiences during the Team Project are also unlikely to attain higher marks. Even when offering specific examples from which more general conclusions were drawn, learners often struggled to give a balanced explanation of both benefits and challenges.

For both criteria **(iii)** and **(iv)**, the key to attaining higher marks is for learners to adopt an evaluative approach, rather than simply providing a narrative account of what they did as an individual and as a team. When learners make general statements about their strengths and limitations as an individual, or about the benefits and challenges of teamwork, they should be encouraged to support such statements with specific examples from their experiences during the Team Project.

As with the Team Report, the Personal Reflection is assessed against four criteria **(i)–(iv)** above). Some learners clearly struggle to include all the relevant content in their Personal Reflection, or do so in a very unbalanced way, writing more about one or two of the criteria while neglecting to say much (if anything) about the others. Centres can help to ensure that their learners address each of these criteria in a more balanced way by providing them with a template using the assessment criteria (or learner-friendly versions of them) as headings. Alternatively, learners can be advised to devote separate paragraphs to each of the four criteria.

Learners can be reminded that their Personal Reflection should be a document of 350–450 words. When Personal Reflections are significantly shorter than this, it is unlikely that there will be sufficient content to enable the learner to achieve higher marks. A recurrent issue with the Personal Reflection is the inclusion of content that would be more appropriate elsewhere. For example, learners often include a justification for their team’s choice of issue, or details of the team’s course of action, in their Personal Reflection, whereas such content might have resulted in higher marks being awarded if it had been included in the Team Report.

Assessment Objective 3 Communication and collaboration

Achievement relating to this AO is assessed in the **Evidence of Action** and by **Teacher Observation**. As Teacher Observation marks are not moderated by Cambridge, they cannot be reported on here. However, centres are reminded that where a mark of 0 is awarded for the Individual Contribution element of the Teacher Observation mark, then the marks for Teacher Observation (Team Collaboration), Team Report and Evidence of Action are to be deducted from the 'Total mark' for that learner, meaning that the only marks available to the learner will be for the Personal Reflection. Please see the Checkpoint Instructions document, page 2, for further details, but note that, following the move to Submit for Assessment, this deduction is no longer made automatically when entering a learner's total marks.

(d) For this AO, the **Evidence of Action** is assessed using the following criterion:

(i) *'communication of action'*

Teams can use their Evidence of Action to communicate an important message and/or an action that they have taken. Resources made by the team as part of their course of action (such as posters and leaflets used to communicate a message, or images of artifacts such as objects made from re-purposed materials, or a slideshow used in a presentation) can be included in their Evidence of Action. However, teams attained higher marks when they also showed the context in which such resources were used by the team – for example, by including photos or videos of an assembly at which a slideshow presentation was given, or of posters being put up or leaflets distributed.

Higher marks are also attained where the Evidence of Action shows how the team's message or action is based on their research findings relating to the issue. This could include evidence showing how such findings were shared with a target audience (for example, during a presentation), or how they featured in the content of posters or leaflets. In some cases, Evidence of Action showed teams engaged in primary research, which can rightly be considered part of their course of action. However, carrying out research is not sufficient in itself – it needs to be shown to translate into further actions that will have a positive impact on the team's chosen issue, and help them achieve their goal.

This is a team submission, based on a collaborative effort by the team. Therefore, the same mark for the Evidence of Action must be awarded to all members of the same team.

Generally speaking, the Evidence of Action submitted to Cambridge shows the high levels of enthusiasm and commitment that teams have for their projects, and offers some excellent examples of teams collaborating and communicating. In their choice of issues, learners have often shown profound concern for the wellbeing of others and for the future of the planet we live on. Personal Reflections often confirm that learners have found the experience of participating in the Team Project has significantly enhanced their ability to work and communicate with others. Many centres are to be congratulated on providing their learners with this opportunity to express their creativity and ingenuity, and to engage with learning new skills and knowledge in ways that will prove beneficial to their future development.

Administration of Checkpoint

Centres entering the May 2025 Checkpoint used the Submit for Assessment platform for the first time to upload marks and work to Cambridge. The following section sets out some guidelines for 'best practice' when it comes to using the platform. Please note that the Moderator's Report form now contains a section on the administration of the Checkpoint, and centres are asked to follow any specific guidance given therein for future Checkpoint entries.

- Centres must use the CASF (Coursework Assessment Summary Form) and ICRC (Individual Learner Record Card) forms when sending data to Cambridge. Please enter all the data requested on these forms, which are PDFs designed to be completed on-screen. The CASF form summarises the total marks awarded to all learners in the centre entry and individual marks for Team Collaboration and Individual Collaboration, as well as the Personal Reflection; the ICRC form gives a breakdown of the marks awarded for each assessed element. The front page of each form provides further guidance on how the forms should be completed.
- The ICRC form needs to be completed for each learner in the sample. It is not necessary to complete the ICRC form for learners who are not in the sample.
- On the CASF, learners should be listed in learner number order.
- Both the CASF and ICRC forms provide space for entering a total mark and an internally moderated mark. Please note that internal moderation only needs to be carried out when more than one teacher or examiner has awarded marks at a centre (see the Checkpoint Instructions document, page 5, for further details). Where internal moderation has taken place, the internally moderated mark is treated as the definitive mark for the learner, and it is this mark which should be entered as the 'Total mark' on Submit for Assessment.
- If internal moderation of marks is carried out, please ensure that the internally moderated marks are consistent when it comes to awarding marks for the team submissions (Team Report and Evidence of Action). In other words, if the mark awarded for the Team Report or Evidence of Action is adjusted for one member of a team, the same adjustment should be made for other members of the team, so that all members of the same team still receive the same mark. This also applies to the Team Collaboration mark.

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