



Cambridge Primary Checkpoint End of Series Report

March 2026

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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

1. Cambridge Primary Checkpoint English as a Second Language 0057

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

Key messages

Learners performed well on **Questions 1, 2, 3, 4, 5, 8, 11, 12, 13, 19, 20, 23, 29** and **34**.

Learners performed less well on **Questions 6, 7, 9, 10, 14, 15, 16, 17, 18, 21, 22, 24, 25, 26, 27, 28, 30, 31, 32** and **33**.

The great majority of learners followed the instructions carefully and in most cases answers were clearly indicated. Learners could improve their answers in the following ways:

- By ensuring that any changes of answers are made clearly, avoiding writing a change of answer over the original answer in Parts 3, 4 and 5 as this may make the final answer difficult to read. Changes should be made by crossing out and writing the final answer near the original one.
- By avoiding the use of brackets to indicate erasure, instead writing a line to delete.
- In Part 3 by ensuring that each option chosen fits the text on either side of the gaps.
- In Part 4 by carefully reading the whole sentences and complete paragraphs, not only the words either side of the gaps; learners would benefit from reading the whole text after filling in the gaps to check the overall sense.
- In Part 5 by checking that the information given for each option relates to all the requirements/preferences each person has rather than only some of them.

Comments on specific questions

Question 1

- 'directly' was the most common incorrect answer.
- Most learners had the correct answer.

Question 2

- 'searched' was the most common incorrect answer.
- Most learners had the correct answer.

Question 3

- 'sight' was the most common incorrect answer.
- Most learners had the correct answer.

Question 4

- 'offered' and 'persuaded' were common incorrect answers.
- Most learners had the correct answer.

Question 5

- 'finished' and 'kept' were common incorrect answers.
- Most learners had the correct answer.

Question 6

- Option **B** was by far the most common incorrect answer.
- Many learners had an incorrect answer.



Question 7

- Option **A** was by far the most common incorrect answer.
- Many learners had an incorrect answer.

Question 8

- Option **A** was by far the most common incorrect answer.
- Most learners had the correct answer.

Question 9

- Option **B** was by far the most common incorrect answer.
- Many learners had an incorrect answer

Question 10

- Options **A and B** were common incorrect answers.
- Most learners had an incorrect answer.

Question 11

- Option **C** was the most common incorrect answer.
- Most learners had the correct answer.

Question 12

- All options were popular.
- Most learners had the correct answer.

Question 13

- Options **B, C, E and F** were common incorrect answers.
- Most learners had the correct answer.

Question 14

- Options **A and E** were common incorrect answers.
- Most learners had an incorrect answer.

Question 15

- Option **E** was the most common incorrect answer.
- Many learners had an incorrect answer.

Question 16

- Options **B, C and E** were common incorrect answers.
- Most learners had an incorrect answer.

Question 17

- Options **C, D and F** were common incorrect answers, and Option **G** the most common.
- Many learners had an incorrect answer.

Question 18

- 'is', 'are', 'be' and 'was' were common incorrect answers.
- Many learners had an incorrect answer.

Question 19

- 'Did', 'Can', 'Don't' and 'What' were common incorrect answers
- Most learners had the correct answer.



Question 20

- 'and' and 'because' were common incorrect answers.
- Most learners had the correct answer.

Question 21

- 'It', 'It's', 'But' and 'What' were common incorrect answers.
- Most learners had an incorrect answer.

Question 22

- 'better' and 'in' were common incorrect answers.
- Most learners had an incorrect answer.

Question 23

- There was a variety of incorrect answers, with none being very common.
- Most learners had the correct answer.

Question 24

- 'very' and 'really' were the most common incorrect answers.
- Most learners had an incorrect answer.

Question 25

- Options **B** and **F** were the most common incorrect answers.
- Many learners had an incorrect answer.

Question 26

- Options **D** and **G** were the most common incorrect answers.
- Many learners had an incorrect answer.

Question 27

- Options **A** and **D** were the most common incorrect answers.
- Many learners had an incorrect answer.

Question 28

- Options **D** and **G** were common incorrect answers.
- Most learners had an incorrect answer.

Question 29

- Option **F** was the most common incorrect answer.
- Most learners had the correct answer.

Question 30

- Option **C** was by far the most common incorrect answer.
- Many learners had an incorrect answer.

Question 31

- Option **C** was the most common incorrect answer.
- Most learners had an incorrect answer.

Question 32

- Options **A** and **B** were common incorrect answers.
- Many learners had an incorrect answer.



Question 33

- Options **A** and **B** were common incorrect answers.
- Many learners had an incorrect answer.

Question 34

- Options **A** and **C** were common incorrect answers.
- Most learners had the correct answer

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

Key messages

Learners performed well on **Questions 1, 2, 3, 4, 5, 6, 11, 16** and **17**.

Learners performed less well on **Questions 7, 8, 9, 10, 12, 13, 14, 15, 18, 19** and **20**.

The great majority of learners followed the test instructions carefully and many did well. Learners could improve their answers in the following ways:

- By ensuring that any changes of answers are made clearly, avoiding writing a change of answer over the original answer in Part 3 as this may make the final answer difficult to read. Changes should be made by crossing out and writing the final answer near the original one.
- By ensuring that in Parts 2 and 4 each circle is drawn around one option only.
- By ensuring that letters written in Part 3 are clear, especially 'a', 'o' and 'u'.
- In Part 3 by predicting the type of word (for example: country, job) needed in each gap, highlighting what they need to listen for, and also whether it will be singular or plural.
- In Part 3 by checking spelling carefully.
- By practising word building to be familiar with common variants (for example: science/scientist/scientific).
- By checking that only one answer is given for each question.
- By ensuring that answers are given for all questions.

Comments on specific questions

Question 1

- Option **A** was the most common incorrect answer.
- Most learners had the correct answer

Question 2

- Option **C** was by far the most common incorrect answer.
- Most learners had the correct answer.

Question 3

- Option **B** was the most common incorrect answer.
- Most learners had the correct answer.

Question 4

- Option **B** was the most common incorrect answer.
- Most learners had the correct answer.

Question 5

- Option **C** was the most common incorrect answer.
- Most learners had the correct answer.

Question 6

- Option **B** was the most common incorrect answer.
- Most learners had the correct answer.



Question 7

- Option **C** was the most common incorrect answer.
- Many learners had an incorrect answer.

Question 8

- Options **A** and **C** were common incorrect answers.
- Many learners had an incorrect answer.

Question 9

- Option **A** was by far the most common incorrect answer.
- Many learners had an incorrect answer.

Question 10

- Option **C** was the most common incorrect answer.
- Most learners had an incorrect answer.

Question 11

- 'Mexico' was by far the most common incorrect answers
- Most learners had the correct answer.

Question 12

- 'notebook' and 'passport' were common incorrect answers.
- Most learners had an incorrect answer.

Question 13

- 'journalist(s)', 'dentist(s)' and various misspellings of 'scientist' were common incorrect answers.
- Most learners had an incorrect answer.

Question 14

- 'certificate', various misspellings of 'certificates', 'photograph(s)' and 'money' were common incorrect answers.
- Most learners had an incorrect answer.

Question 15

- 'backpack' and various misspellings of 'scarf' were common incorrect answers.
- Most learners had an incorrect answer.

Question 16

- Options **A** and **C** were common incorrect answers.
- Most learners had the correct answer.

Question 17

- Option **C** was the most common incorrect answer.
- Most learners had the correct answer.

Question 18

- Option **A** was by far the most common incorrect answer.
- Most learners had an incorrect answer.



Question 19

- Options **A** and **C** were common incorrect answers.
- Many learners had an incorrect answer.

Question 20

- Options **B** and **C** were common incorrect answers.
- Many learners had an incorrect answer.

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

Key messages

What candidates did well

- Learners read the tasks carefully and ensured their responses were focused.
- Learners addressed each aspect of the task and wrote in a suitable style.
- Learners took the opportunity to demonstrate a range of grammatical structures and vocabulary.

What candidates needed to improve

- Learners needed to write in clear sentences, making use of suitable punctuation.
- Learners needed to address all aspects of the tasks.
- Learners needed to focus on the specific language elements of each task to ensure they addressed them appropriately.

Comments on specific questions

Question 1

Comprehensive responses

- Responses addressed all three bullet points appropriately.
- Learners used a range of suitable vocabulary and grammatical forms.
- Learners wrote in a style appropriate for a friend and communicated their ideas clearly, expanding on the information included in the task.

Limited responses

- Learners relied heavily on the input vocabulary and used simple/basic grammatical forms such as simple present to communicate.
- Learners omitted one or more bullet points from their responses.
- Learners combined two bullet points, using the same vocabulary to address both points. For example, using the word 'lake' to explain where they will go and what they will see.
- Learners wrote a dialogue between two friends rather than emails.

Question 2

Comprehensive responses

- Responses carried on from the prompt sentence.
- Learners remained focused on the elements contained within the prompt sentence.
- Learners constructed a coherent narrative, using an appropriate range of cohesive devices, including simple narrative tenses.
- Responses contained features of the story genre, such as direct speech, a variety of vocabulary and a clear progression of the story.

Limited responses

- Responses diverted from the ideas in the prompt sentence and often focused on different ideas.
- Learners used simple tense structures, often relying on present simple, despite the story moving between past and present.
- Learners used the same vocabulary repeatedly rather than using a range of different words.
- Learners needed to show how the narrative developed by using cohesive devices or simple linking words.
- Learners needed to use punctuation to show sentence boundaries.

2. Cambridge Primary Checkpoint English 0058

2.1 Cambridge Primary Checkpoint English 0058 – Component 01

Section A - Reading

Key messages

What learners did well

- Question instructions were followed carefully.
- Section and line references were used effectively by most learners to ensure that responses were drawn from the relevant parts of the text.
- Learners clearly engaged with the paper and most attempted the majority of questions, even those which were challenging or about which the learner was less confident.
- Questions which required explicit data retrieval were answered particularly well.
- Where questions did not require a direct quote, a few learners synthesised information gathered from the text into their own words, allowing them to give concise, accurate responses.
- Where a direct quote was required by the question, many learners ensured that the quotes they provided were accurate.
- Many learners demonstrated good vocabulary knowledge when recognising synonyms in the text.
- A high level of reading comprehension and understanding of the context of a word or phrase was demonstrated when answering questions related to less-common vocabulary or technical terms.
- The features of an information text are clearly well understood, which allowed learners to accurately recognise this text type.

What learners needed to improve

- Learners could show better understanding by giving responses in their own words rather than directly quoting from the text when a direct quote is not required.
- If they choose to use a quote to answer a question, learners need to show selectivity by writing short, specific quotes.
- Learners may find it useful to highlight key words in the question to ensure they focus on the correct requirements.
- Questions asking for an opinion are typically high demand. These require learners to express an original idea by providing the answer in their own words, rather than a paraphrase of the quote.
- Sometimes a correct answer was given alongside an incorrect answer. Sometimes answers included extra words (for example when the rubric required them to 'Give one word'). Learners must give clear, unambiguous answers.
- Learners must focus on how a word is used in a sentence to determine its function, particularly if that word is more commonly used in an unexpected or unusual way.
- Learners need to demonstrate that they know how to construct passive verb forms. When asked to identify them in a text, they need to ensure that they provide both words that make up the passive voice (a form of 'be' and a past participle).
- The difference between features of text structure, sentence structure and vocabulary should be better understood so that the most appropriate examples can be given.

Comments on specific questions

Question 1

(a) Comprehensive responses

- Most learners demonstrated good comprehension and a clear understanding of the process described in the text.
- Most did this by giving a long quote (which included both relevant sentences from the text in full), therefore providing all the required information.
- Some learners showed awareness of what they had read by paraphrasing the relevant information from the text. These responses were concise and focused on relevant information.
- A few learners demonstrated in-depth comprehension by explaining the process in their own words.

Limited responses

- A few learners showed that they had not fully understood the text or the process. In these responses, incomplete quotes or responses that did not mention the movement of both warm and cool air were given. Key information was often missed.

(b) Comprehensive responses

- Most learners showed that they understood the term 'advantage' as something positive and were able to give at least one adequate answer.
- Many learners read and understood deeply and demonstrated good understanding of the relevant paragraph by providing an answer which related to the sustainability of wind power.
- A few learners gave more succinct, original responses than the direct quotes to answer this question.

Limited responses

- Some learners seemed not to have fully read the paragraph. Their responses focused on the initial sentence 'Wind power is energy', which led to incomplete retrieval of all the required information.
- Some learners had not noted the precise requirement of the question. Their answers focused on what wind power does, for example 'Wind power makes electricity', rather than its advantages.
- Some answers gave incomplete quotes. For example, missing the crucial word 'renewable' and therefore not suggesting an advantage of wind power over other energy production methods.

Question 2

(a) Comprehensive responses

- Most learners clearly understood the information they had read in the section identified, and were able to link uncommon terms such as 'generator' to the correct definitions.
- Many learners accurately matched all the terms to their corresponding definition, including recognising the difference between a 'wind farm' and an 'off-shore wind farm'. This shows a high level of comprehension.

Limited responses

- Some learners needed to check their responses were complete and that they had made all the matches. 'Blade' and its definition were commonly not included.
-

(b) Comprehensive responses

- Most learners showed sound knowledge of adverbs and were able to identify the synonyms for 'usually'.
- 'Normally' was the most commonly recognised word, although 'generally' was also regularly given.

Limited responses

- A few learners tried to provide words that were not taken from the text, such as 'quite'.
- A few focused too closely on the word itself and suggested 'usual'.
- More unfamiliar words, such as 'turbine', were also supplied.
- A few learners gave adverbs taken from other sections, for example 'initially'. It is important that learners refer carefully to the line references given in the question prompt.

(c) Comprehensive responses

- Some learners read carefully for meaning and were able to determine that 'tower' was used as a verb in this sentence. This required secure understanding of each of the grammatical terms given, as well as knowing how they function in a sentence.

Limited responses

- Many learners were clearly familiar with 'tower' as a noun (its most common use) and chose this option from the list given, without referring to the context of the word in the given text.
- Misunderstanding of what adverbs and adjectives are, and how they are formed and used in sentences, meant that some learners chose these two options.

(d) Comprehensive responses

- Learners read the question carefully and noted that their answers needed to refer to sentence structure. A few underlined this prompt in the question, allowing them to ensure their answers only referred to sentence features.
- Some learners used their knowledge of different kinds of sentence types and an understanding of their functions to identify correctly that the sentences used were short ones, which made the information easy to identify and understand.
- Precise answers noted that the sentences were mostly simple with only one short complex sentence.

Limited responses

- Many learners focused their responses on text structuring and provided answers which referred to the use of subheadings or paragraphs.
- Some learners included a correct answer alongside an incorrect one.
- A few learners gave answers which focused on language and suggested that the words were 'easy' or 'basic'. Some also suggested that the use of numbers or numerals (rather than words) made the text easy to read.

Question 3

(a) Comprehensive responses

- A few learners understood that this challenging question required original thought and more implicit understanding of the text, so were able to explain how the comparison helped the reader rather than just what the similarities and differences were.
- Answers which stated that, for example 'we (the reader) know what a fan is' or 'everyone has seen a fan in our everyday lives' implied the required sense of familiarity, as did responses which labelled fans as 'everyday objects'.
- The most comprehensive responses were those which explained clearly and fully that, by comparing a familiar appliance to an uncommon object, the writer showed the reader exactly how a turbine works.

Limited responses

- Many learners gave literal, explicit answers based entirely on what was stated in the text. These answers focused on the similarities between fans and turbines and compared and contrasted how each worked.
- Many responses were direct quotes from the text, such as 'a wind turbine works in the opposite way'.

(b) Comprehensive responses

- Some learners demonstrated good understanding and thorough reading of the text and provided the required answer of 'which'.

Limited responses

- Misunderstanding of context clues led some learners to choose 'when'.
- A few learners gave responses such as 'it', which suggested that the term 'pronouns' is understood. Classroom work on different types of pronouns would allow learners to identify these more accurately in a text.

(c) Comprehensive responses

- Knowledge of the passive voice produced either of the correct answers ('are turned' and 'be produced'). Some were able to give both.
- Learners were careful to provide only the passive verb form (and no more) to include both required parts of the verb and to ensure that they copied these carefully.

Limited responses

- When learners clearly identified the correct sentence or clause by copying it in full, it was essential that the required answer (the verb form) was emphasised in some way, such as underlining. Not doing so meant it was not clear which part of the sentence they understood to be the passive.
- Some learners over-selected and copied in full large parts of the text, often the whole of the extended sentence 'When the blades ... businesses'. Again, these answers were only satisfactory if the passive was indicated.
- Some learners identified the correct verb; many needed to recognise that passive verb forms have two parts and wrote only 'turned' or 'produced'.
- A few learners seemed to know that passive verb forms require two parts and suggested 'turned by' or even 'figure out', suggesting they did not realise the importance of the verb 'be' in passive verb formation.
- Where the correct answer was identified, it was necessary for learners to reproduce this carefully. By inaccurately copying, some learners changed the verb, for example 'turn' or 'be produce', suggesting a limited understanding that passive verbs require the past participle.

Question 4

(a) Comprehensive responses

- Many learners used context clues well to identify the correct word: 'harness'.

Limited responses

- Stronger learners were able to rule out incorrect words. The most commonly given word was 'initially', which could not be replaced by the phrase 'make good use of' in the sentence.
- Some learners linked the word 'used' to make good use of. Others made a similar link, by suggesting the word 'positive', possibly due to the word good being in the given phrase.
- Careful reading of the question is essential for learners to focus their attention on the relevant paragraph or piece of the text. This would ensure that responses such as 'best' (from the previous section) would not be chosen.
- A few learners gave more than the required one word, for example 'were first used'. Again, careful note should be taken of the question instructions.
- If a longer sentence containing the correct word is supplied, the key word must be emphasised.

(b) Comprehensive responses

- Most learners were able to retrieve the explicit information and gave the answers, either 'to pump water', 'to grind flour' or (more commonly) both of these in one response.

Limited responses

- Learners needed to read the question prompt carefully to focus attention on the time period specifically referred to. Some learners gave the response 'they are still used to pump water', which refers to current times. Others suggested it was 'first used to generate electricity', which refers to the late 1800s to early 1900s.

(c) Comprehensive responses

- Most learners did well to recognise opinion as opposed to facts and provided the answer 'So there are some disadvantages, but surely the positives far outweigh the negatives'.
- More concise answers which only gave the essential phrase (from 'surely' onwards) demonstrated greater selectivity and reduced the chance of errors in copying.

Limited responses

- Some learners mistook the inclusion of identified issues or other people's concerns for being the writer's own opinion, for example, answers which focused on 'Other drawbacks include...' or 'One major issue...'
- It was important that learners copied the phrase carefully. Some minor errors such as changing plurals to singular nouns ('negative' rather than 'negatives', for example) or adding letters to uncommon words (such as 'outweight') were seen.
- Significant errors, such as the omission of key words, such as 'far') or substituting one word for another (for example 'overweight' for "outweigh") changed the meaning of the phrase.

Question 5

Comprehensive responses

- Most learners used their knowledge of key features of different text types to recognise that this was an information text.
- They also ensured that they only ticked one box, as instructed.

Limited responses

- A few learners chose the option 'newspaper article', suggesting greater familiarity with different text types is needed.

Question 6

Comprehensive responses

- Most learners demonstrated knowledge of information text features by providing one of the appropriate text structure elements required. Many were able to give clear, succinct examples of one of these from the text.
- A few learners showed broader knowledge and were able to provide two different features with examples.

Limited responses

- Limited understanding of rhetorical questions led many learners to include these as a feature present in the text. While questions are used as subheadings in the text, the following paragraph then goes on to answer the question, which could not happen if they were rhetorical.
- Misunderstanding of different text features meant that some learners suggested there were multiple 'titles' or 'headings'. Pluralisation of singular features suggests confusion about the terms and possible muddling with subtitles / subheadings, of which there are several in the text.
- Some learners provided responses which mentioned sentence structure or vocabulary features. It is important that learners read the question prompt carefully to ensure their answer focuses on the required information.
- While the suggestion of other text structure features, such as bullet points, demonstrated good subject knowledge, learners need to check the text carefully to be sure these features are included in the given text.
- Misunderstanding of the requirement of the question was demonstrated by those learners who explained in the 'example from the text' space why particular features were used or what their function was rather than quoting an example. Reading the instructions is key to providing accurate responses.
- Some learners provided too much irrelevant evidence from the text, giving unnecessarily long quotations which often included different text structure features.

Question 7

Comprehensive responses

- A few learners gave responses that demonstrated they had considered the advantages gained by placing wind farms offshore. They were able to explain these in their own words, based on what they had read.
- Common examples of comprehensive responses often focused on it being much windier or the wind being stronger. The fact that there are no people to be disturbed by the noise or that there are fewer birds flying nearby were also regularly mentioned. Some learners also noted that there is more room for the massive turbines.
- Some learners used more text-based responses, while still rewording their reasons enough to differ from the quote and show a personal response.
- Responses which made it clear that the reason being given referred to on-land had clearly realised that the prompt asked specifically about offshore. Therefore, by highlighting a negative, learners needed to explain this was most often encountered when turbines were built near homes or in the countryside.



Limited responses

- Many responses highlighted the problems of wind farms on land given in the text without making explicit why building them offshore would be an improvement.
- Responses that included direct quotes showed understanding of the issues raised in the text; this was accompanied by limited engagement with the view given in the question. Some critical thought and personal response needed to be presented rather than simply paraphrasing what was already given.
- Some responses did not have the required precision or comparison, particularly when discussing the issue of wind. For example, merely highlighting that it is windy and turbines need wind was insufficient as it is also windy on land but is generally much windier off the coast. The number of birds killed also required greater explanation – many birds are killed if the turbine is in the countryside but fewer birds are found, and therefore endangered, at sea.

Section B - Writing

Question 8

Key messages

What learners did well

- Most learners responded appropriately to the task and engaged with the stimulus, focusing their writing on the topic of recycling.
- Good subject knowledge was demonstrated and used to interest the reader, for example in the environmental impact of rubbish.
- Features of a balanced argument seem to be well understood and were used by many learners to produce pieces that gave some positives and negatives. Many seemed to have a bank of suitable phrases and causal connectives that they used to create engaging and clearly structured pieces.
- Most responses used simple and compound sentences and basic punctuation well, for example by using a variety of sentence openings and correctly demarcating sentences.
- A few learners used the planning box effectively to note down ideas or outline their writing. This meant that their arguments flowed cohesively.
- Some learners had clearly re-read their writing task and had corrected errors or added detail. This led to coherent and enhanced pieces of writing.

What learners needed to improve

- Some learners included the word count of their piece. This is unnecessary and can lead to time, which could be used for writing, being wasted.
- Many learners wrote brief, balanced arguments which either needed to include examples of different positive and negative aspects or needed to explore the advantages and disadvantages listed by the learner in more detail.
- A few learners needed to follow the stimulus more closely as their responses focused on the positives and negatives of recycling in general, without linking this to the building of a centre near their home. These tended to be persuasive pieces rather than the required balanced argument text type.
- Recounts, as though the learner were writing about the building of a recycling centre after the event, were common too.
- Some responses veered far from the prompt to describe other topics, which often made the writing descriptive narrative or created information texts exploring other themes.

Comments on specific elements

Creation of texts (Wc)

Comprehensive responses

- Most pieces focused on some of the positives and negatives of recycling centres and included more than one advantage and disadvantage. They used features of a balanced argument, such as setting out the points in opposition to each other and keeping the tone neutral and objective.
- Some learners explored many of the points they suggested in some detail, explaining what the issue was and what effect it would have. They also made sure to give equal weighting to both the advantages and disadvantages, which led to balanced, impartial arguments.
- Clear awareness of the purpose and potential audience of the writing was demonstrated by some learners. They ensured that the focus was on the building of a local recycling centre, for example by referring directly to the potential impact on the residents.
- In most pieces, care was taken that there was not too much inclusion of the personal perspective (by the use of first-person singular) in the main body of the argument, although the writer's opinion was successfully included in the conclusion.

Limited responses

- Some pieces muddled positive and negative aspects. Repetition of similar points led to a limited engagement in some arguments. Learners could use the planning box to ensure they have several different ideas to include, and that these are in a clear order, before beginning to write.
- Some learners only listed a limited number of different positive and negative effects of the building of a recycling centre in the local area, with little or no extension or detail. These pieces of writing required greater development of the problems and benefits raised by the learner.
- Learners' arguments which focused too closely on either good or bad, often by developing some points much more than others, were rather unbalanced and had a persuasive tone.
- Many learners relied heavily on the bullet points suggested by the prompt, so that much of their writing was a description of the recycling centre with limited balanced argument features.
- Where arguments included a lot of personal viewpoints, the tone often became overly informal and 'chatty' and limited the required register of this type of text.

Vocabulary and Language (Wv)

Comprehensive responses

- Learners used a range of subject-specific vocabulary to explain precisely the issues relating to recycling and recycling centres.
- They also used vocabulary appropriate to a balanced argument, including comparative adjectives, effect or feeling words, such as 'detrimental' or 'exhausted') and modal verbs.
- A few learners employed highly descriptive, information-based language, for example describing the potential smell from the centre as 'a rank stench' and linking this to the 'adverse effect' it would have on residents.

Limited responses

- Some learners attempted to use figurative or embellished language that was not appropriate to this type of text. This was occasionally used incorrectly, suggesting that the meaning of the words used was not fully understood.
- Some pieces used a tone and language more suitable for an information text. These showed limited vocabulary elements that were required for a balanced argument, such as comparison or modal verbs.
- Some learners needed to include contrasting vocabulary, for example with the use of phrases such as 'On the other hand', to make the positives and negatives clearer.
- A few arguments required more adventurous and deliberate language choices which went beyond 'nice' or 'lots of stuff'.

Structure of texts (Ws)

Comprehensive responses

- Most arguments were clearly structured with a brief introduction, a paragraph of positive issues, a following paragraph of opposing, negative ideas and a conclusion which summarised what had already been stated and required the reader to decide the correct course of action.
- Learners often used adverbial phrases such as 'On the other hand' or 'However', to show opposing ideas or make comparative connections.
- Some responses very effectively organised using a number of paragraphs, each focused on an expanded point of discussion.
- Within paragraphs, a few learners used causal connectives such as 'Therefore' to link an initial idea to its effect. A few also used relative pronouns such as 'which' to make logical links clear.
- Paragraphs were most effective when they were not over long. The use of breaks to separate different points, even when these were another advantage / disadvantage rather than an opposing point, meant that information was delivered clearly. Using adverbial phrases such as 'As well as this' to link these connected paragraphs added to cohesion.

- Some learners achieved cohesion by referring to previously mentioned ideas or phrases and making links this way.
- Particularly effective conclusions both summed up what had been said and gave the writer's informed opinion, based on the evidence they had presented.
- Many learners used subheadings or Q&A styling for paragraphing. This organisational style worked best when used sparingly and when a couple of paragraphs were used within each section.

Limited responses

- More efficient use of the planning box to note down ideas and ensure they were logically ordered would allow learners to create extended and cohesive arguments.
- Some learners wrote extremely long paragraphs. These often contained several unlinked sentences, making them simply a list of all the positives/negatives.
- Classroom work is required on where it is appropriate to insert paragraph breaks. Learners should understand that breaking up long paragraphs can make information easy to read. They also need to learn when it is appropriate to continue a paragraph to allow ideas to be linked, rather than inserting breaks between two associated sentences.
- Many learners needed to add additional sentences to expand points, for example by going into more detail on the effect noisy machinery would have on local people rather than just stating that a disadvantage is that recycling machines are very noisy. A broader knowledge of different connective phrases would help.
- Learners could include phrases to show when a new point was being made, for example 'In addition to this...', which would make the chain of reference clear.
- Some learners used subheadings for every single paragraph. This meant that links between ideas were not clear and that their writing did not flow logically.

Grammar and Punctuation (Wg)

Comprehensive responses

- Simple sentence structures were generally accurate, and many learners were also able to construct accurate compound sentences.
- Short complex sentences were sometimes accurate. These tended to include the use of subordinating conjunctions with the dependant clause first.
- More advanced sentence structures were created by a few learners by including expanded and connected clauses. They maintained control of these longer sentences by re-ordering clauses for effect and using relative pronouns to link ideas.
- Some learners varied their sentence lengths, demonstrating a good understanding of the function of different types of sentences, for example shorter sentences to introduce an idea or for impact, and longer sentences for explanations.
- Basic sentence punctuation was generally sound, especially demarcation of shorter sentences.
- Some learners accurately used brackets to include additional or supporting information. More advanced punctuation, such as dashes, semi-colons and colons, was sometimes used effectively to support the control of longer sentences.
- Commas were well used in lists, and, in some cases, were used to mark clauses in longer sentences (which made these clearer and easier to read).

Limited responses

- Some arguments contained issues with tense and verb formation inconsistencies. This was especially true when sentences were over long, and occasionally occurred between sentences when, for example, one sentence used the past tense and the next used the present tense to talk about the same point. Singular and plural agreement was not always consistent or accurate.

- 
- A few learners tended to begin most of their sentences with the same or similar openings. Learners should know that using a variety of sentence openings adds interest and engages readers effectively.
 - Absence of definite articles was an issue in some pieces, meaning that the writing did not flow as smoothly or make as much sense as it should.
 - A few learners needed to ensure that they used capitalisation consistently. While demarcation was usually done accurately, some learners then did not begin the following sentence with a capital letter. In other cases, capitals were used inaccurately within sentences.
 - Some learners attempted to create long sentences by using comma-splicing or run-on sentences. This led to sentences where the meaning of the sentence was often lost or muddled. Re-reading their writing will help learners to identify where full stops are required to break ideas up, and where coordinating conjunctions could be used to link ideas.
 - A few learners used adventurous punctuation, such as semi-colons. Often these were found in pieces which demonstrated issues with sentence control or incorrectly placed basic punctuation.

Word structure/Spelling (Ww)

Comprehensive responses

- Most learners demonstrated accurate spelling of high frequency and phonetic words.
- Using more adventurous, complex vocabulary allowed some learners to show demonstrate excellent knowledge of the spelling of less common and tricky words and polysyllabic words. These learners were also able to spell accurately frequently mis-spelled words.

Limited responses

- Learners should master the spelling of high-frequency words such as 'because'.
- Practice is required by some learners to assist them in identifying the correct spelling of homophones such as 'there' / 'they're' / 'their' and similar-sounding words such as 'where' / 'were'.

2.2 Cambridge Primary Checkpoint English 0058 – Component 02

Section A - Reading

Key messages

What learners did well

- Many learners used the signposts offered by line references effectively.
- Learners responded appropriately to command words and carefully followed instructions to answer questions.
- Most learners understood when a one- or two-word answer was required.
- Many learners demonstrated a good understanding of the text when answering explicit questions.
- Many learners gave concise responses, so that answers were clear and unambiguous.
- Where extra words were given in the response, some learners presented their answer more clearly using parentheses or underlining the correct part.
- In multiple choice questions, many learners were able to select the correct response(s).
- Most learners made a good attempt to respond to questions that required the answer to be given in their own words.
- Most learners avoided giving a correct answer alongside an incorrect one, thus making it easy to identify the learner's intention.

What learners needed to improve

- Some learners may find it useful to read each question more than once to give themselves some processing time before answering.
- Some learners did not use the signposts offered by line references and responses were based upon an inappropriate part of the text that was not linked to the focus of the question.
- Learners needed to be able to identify examples of figurative language within the text instead of giving a general response or example of a particular device that is not relevant to the question.
- Many learners needed to demonstrate their understanding of word classes by identifying given examples correctly.
- Where questions asked for an explanation or a reason, this should be written by the learners using their own words.
- Choices of evidence to support an explanation, usually a quotation, needed to be made carefully so that the words from the text match the explanation given.
- Learners needed to read a question carefully to determine in what order an answer needs to be given, for example an explanation followed by a quotation or *vice versa*.
- Learners need to be able to describe the writer's intention. Some answers were incomplete or vague.
- Questions asking the learner to express an opinion about something in the text could be demanding. Answers needed to be precise and avoid vague ideas.

Comments on specific questions

Section A - Reading

Question 1

(a) Comprehensive responses

- Most learners accessed the text correctly with many giving a quote as their answer (which was not required but allowed).
- Some learners successfully used their own words to give the correct answer: 'she went as often as she could'.

Limited responses

- Some learners altered the meaning of their response by giving 'every day' instead of the idea of 'as often as'.

(b) Comprehensive responses

- Many learners identified the features that described the library as 'old-fashioned' and gave the two required answers.

Limited responses

- Some learners only gave partial answers, which did not focus on the right ideas, or they gave answers about Madame Odette instead of the library.

(c) Comprehensive responses

- Many learners were able to demonstrate their understanding of the term 'simile'.
- Learners who used a longer quote were often able to show their response clearly by either using parentheses or underlining the words of the simile.

Limited responses

- Some learners gave a long quote in which the simile was not highlighted.
- Some learners targeted the wrong part of the text because it included 'as': for example, 'Safiyah came to the library as often as she could'.

(d) Comprehensive responses

- Many learners showed an understanding of how commas can be used.

Limited responses

- Some learners did not mark two ticks. Reading the instruction given in the question is vital.

Question 2

a) Comprehensive responses

- Many learners were able to identify the connective correctly.
- Most learners who gave the correct response did so by just giving the one word 'when' with no extra words.
- Learners who gave the correct response may have been helped by the specific one-line reference for this question.

Limited responses

- Some learners were either not familiar with the terms 'connective' or 'subordinate' (clause).
- Some learners responded with the coordinating connective 'and' which also showed a misunderstanding of the terminology 'subordinate'.
- Some learners assumed a connective could only be used in the middle of two clauses rather than at the beginning (or almost) of the sentence.

(b) Comprehensive responses

- Many learners gave the correct two-word phrase 'wandered off' with no extra words.

Limited responses

- Some learners responded with just one word: 'wandered'.
- Some learners swapped 'off' for another word instead of using the entire correct phrase.

(c) Comprehensive responses

- Most responses focused on Madame Odette's opinion of Safiyyah and how it changed.
- Some learners, who did not identify Madame Odette's first thoughts about Safiyyah, were able to describe her thoughts in the second part of the answer.

Limited responses

- Some learners, whilst focusing on Madame Odette, gave an overlong quote that included 'chewing a strawberry bonbon' which had no relevance to her opinion of Safiyyah.
- Some learners needed to read the question carefully. They described Safiyyah's thoughts and not those of Madame Odette.
- Some learners focused on Madame Odette, thinking that Safiyyah had come to this part of the library to do a school project. This is a 'thought' but not what Madame Odette thought of Safiyyah.

(d) Comprehensive responses

- Many learners recognised that Safiyyah was nervous at first.
- Many learners chose to put their answers in their own words and did so successfully, for example 'shy' and 'comfortable'.

Limited responses

- Some learners focused on Safiyyah liking the strawberry bonbons instead of describing how her mood changed.
- Some learners gave vague answers, such as 'sad', 'happy', 'bad' or 'good'.

(e) Comprehensive responses

- Most learners demonstrated their understanding of 'adverbial phrase'. 'By the time' was the most frequent response of the three possible answers.

Limited responses

- Some learners quoted the whole sentence without using either parentheses or underlining the phrase to give a clear unambiguous answer.

Question 3

a) Comprehensive responses

- Many learners successfully identified the example of alliteration with many giving 'powdery pink' on its own.
- Where the extended alliteration was identified, learners used underlining to indicate the alliterative words.

Limited responses

- Some learners quoted the whole sentence without clearly indicating the alliterative words.
- A few learners gave a general example of alliteration. Careful reading of the question and using the signposted lines is necessary.

(b) Comprehensive responses

- Some learners showed their understanding of Safiyyah's action. They explained, for example, that she was focused on her reading and not on sucking the bonbon.

Limited responses

- Many learners misinterpreted the question and described how she was not doing anything.
- Many learners 'lifted' the definition given in the question and described how 'her mind was not there'.
- Many learners needed to answer this vocabulary question by studying the context so that they could give an answer relevant to the text.

(c) Comprehensive responses

- Many learners chose the correct response here.

Limited responses

- Some learners selected the definition referring to the spine being an alternative term for the backbone. Reading the context in which the word 'spine' is used within the narrow range of line references is needed.

(d) Comprehensive responses

- Answers to this question were fairly evenly divided between 'excited' and 'afraid'. Some learners selected the correct definition to show an understanding of the context where Safiyyah's feelings are referenced.

Limited responses

- Some learners may have put undue emphasis on the term 'goose bumps' which can be due to excitement or fear. Careful study of the whole paragraph is necessary where there is a build up to Safiyyah's excitement as she studies the maps.

Question 4

Comprehensive responses

- Most learners correctly identified 'squawking' or 'howling'. The question was well understood and extra words were not given beyond 'parrots' or 'monkeys', which were both allowed.

Limited responses

- Some learners gave a definition of onomatopoeia without giving an example.
- Although there were only two lines referenced for this question, some learners responded by giving a general example not taken from the text, for example 'crashed' or 'boomed'.

Question 5

a) Comprehensive responses

- Responses were mixed to this question involving the identification of 'word classes'.
- The question required 'as it is used in this text'. Learners who read the question carefully were more likely to be successful.

Limited responses

- Some learners ticked their answers in a way that suggested the response might not have been a referral to the textual context of each word.

(b) Comprehensive responses

- Most correct responses described Madame Odette's behaviour towards Safiyyah;
- for example, the quotation: 'she allowed Safiyyah access to whatever (she liked in the library) with the explanation: 'Odette brings her whatever she needs', which clearly shows a match between the quote and the explanation.
- Most learners matched their written responses, even where they were incorrect, with a correctly ticked Yes / No box.

Limited responses

- Most incorrect responses described Madame Odette as a 'kind' librarian, which does not necessarily make her a 'good' librarian, which is what the question asked.
- Some learners, having noticed the 'Do you think...' command, gave a suitable quote but tried to match it with a personal opinion as their explanation, for example 'I would like to meet her'. Whilst 'appreciation and reflection' (Ra) questions often require a personal response, it was difficult to match this with a suitable quotation, especially as the quotation was required first. Explanations could include 'This tells us that...' to try to personalise it as long as the remainder is in 'own words'.

(c) Comprehensive responses

- Many learners were able to express a personal opinion here and locate a suitable quotation to support their answer.
- Many learners identified a feature of the library described in the text and used it to construct a personal opinion; for example, 'It sounds peaceful (and I like quiet)' supported by a quote: 'the silence (that seemed to shimmer)'.
- Some learners successfully identified the unique features of the library as their reason: 'It would be interesting to read the old books and things' supported by a quote: '(poring over) maps, atlases and travelogues'.
- Most responses matched the tick box.

Limited responses

- Some learners' responses gave an opinion that did not relate to 'this library' as asked for in the question; for example. 'I like books'.
- A few learners omitted to tick one of the boxes when attempting to answer the question.

Section B - Writing

Question 6

Key messages

What learners did well

- Most learners understood the task and wrote a variety of narratives.
- Many learners were able to develop stories that followed the idea outlined in the stimulus in a logical and meaningful way.
- The writing prompt was open, and many learners used their imagination effectively to construct an interesting storyline with a beginning, middle and end.
- Most learners were successful in attempting to engage their audience.
- Most learners demonstrated an awareness of the need for paragraphs.
- Some learners divided their text in suitable, coherent ways, for example by signalling a change in time, place or character.
- Most learners were able to construct simple sentences and use simple connectives to join clauses.
- Many learners used punctuation to demarcate sentences.
- Some learners were able to use more advanced devices to punctuate their work.
- Most learners were able to spell high-frequency words correctly, with many able to spell less common words correctly.

What learners needed to improve

- Learners should use a variety of technical devices and figurative language accurately when creating their narratives. To develop more advanced skills, learners need to explore a range of texts to identify different techniques used by a range of authors.
- Learners needed to check their work carefully to ensure the narrative flows logically both within and between sections.
- Many learners need to develop more advanced skills to use a variety of punctuation appropriately.
- Some learners would benefit from making use of the planning box to map out their ideas to support the writing of their narratives.

Comments on specific questions

Wc – creation of texts

Comprehensive responses

- Most narratives involved a group of friends setting out on a journey ending with something happening either en route or at their destination.
- Many narratives described a setting in the jungle, a forest, a cave, a haunted building or they included an adventure beyond a portal. Learners tried to develop interest and suspense in these varied settings.
- Some learners described events that happened on the journey using engaging detail to interest the reader.
- Many learners were successful in showing that they could continue a narrative with a consistent viewpoint which, at the same time, attempted to engage the reader.
- Some learners produced engaging and entertaining narratives by creating images of the setting and characters.
- Some learners described plausible events within the confines of the chosen setting, which were well-presented so that the relationship between the writer and the reader was well established.
- Some learners managed to provide a suitable resolution to their narrative. Occasionally, this was a well-handled 'cliffhanger'.

Limited responses

- Some narratives described a journey in which learners did not identify the place reached as special. These narratives often had a very limited description of the destination.
- Many narratives produced stories that simply 'listed' events with very little description or detail.
- Some learners needed to elaborate further on basic information. These narratives were often very short.
- Some learners needed to avoid including too much 'routine' dialogue which could affect the pace of their narratives. These learners needed to help the reader to discover more about the characters using expressive dialogue.

Wv – vocabulary and language

Comprehensive responses

- A few learners demonstrated exceptional creativity in their language choices with precise and ambitious vocabulary characterising their narratives. These learners were able to produce writing that used words accurately to contribute to the creation of image and mood.
- Many learners attempted to use an imaginative vocabulary that was well-chosen beyond the 'ordinary' to convey meaning.
- Some learners used figurative language successfully.

Limited responses

- Some learners used a very limited vocabulary, and their narratives did not have enough descriptive detail.
- Some learners used vocabulary that was not relevant to the narrative. This was quite common when unsuitable figurative devices were used, for example similes where the comparative image bore no resemblance to the item or event being described.

Ws – structure of texts

Comprehensive responses

- Most learners constructed a story that had a clear basic 'beginning', 'middle' and 'end'.
- Many learners were able to develop the basic structure to organise and shape their writing in a way that helped their ideas to flow logically and cohesively.
- Most learners were able to produce a well-sequenced narrative both in terms of time and logic.
- Many learners managed to divide their text into 'paragraphs' where logical links were evident.
- Some learners demonstrated a good understanding of how paragraphs work. This added to the overall shape and cohesiveness of their work.
- Some learners used paragraphs effectively to create contrasts in mood, shifts in time and changes in location.
- Some learners were able to manage their narratives successfully to change a focus about the characters so that it was clear how each of them had a role to play in the narrative.

Limited responses

- Some learners were unable to use paragraphs correctly and created unnecessary divisions where links were not clear, and there appeared to be no apparent reason for creating the paragraph. Learners need to explore a range of texts to identify how authors use paragraphs – 'when', 'where' and 'how'. These learners will then be able to apply their discoveries to their own work.
- Some learners needed to practise setting their work in a logical sequence. From this, an idea of cohesion will develop across the whole narrative.

- Learners who understood how to create paragraphs successfully needed to investigate how a text can show cohesion between ideas both within and between paragraphs.
- Some learners may have experienced time constraints. This could have affected the consistent use of paragraphs. Some stories showed good structure at the start and became a continuous piece of prose with no line breaks towards the end, suggesting the need to set ideas down as quickly as possible.

Wg – grammar and punctuation

Comprehensive responses

- Most learners used simple sentences correctly.
- Many learners produced compound structures using a range of simple connectives such as 'and', 'but' and 'because'.
- Many learners used punctuation accurately to demarcate sentences.
- Many learners were able to put speech marks around words spoken even if the rest of their speech punctuation showed errors.
- Most learners recognised sentence boundaries, although comma splicing was evident in many narratives.
- Many learners were consistent in their use of tenses.
- Many learners used expanded phrases, particularly adjectival, adverbial and verbal to add detail and pace to their work.
- Some learners demonstrated that they could construct complex sentences. In addition, these learners explored a range of suitable connectives to use.
- A few learners were able to manipulate and reorder clauses in complex sentences to create emphasis and add essential detail.

Limited responses

- Some learners needed to create sentence structures beyond simple ones and explore the range of connectives that they could use.
- Learners needed to avoid using comma splicing to demarcate sentences.
- Many learners needed to construct complex sentences to demonstrate how these structures can extend meaning and add detail to their narratives.
- A few stories didn't show any punctuation at all apart from capitalisation at the beginning and a full stop at the end. These learners needed to read their work carefully to try to identify where punctuation was required.

Ww – word structure (spelling)

Comprehensive responses

- Most learners demonstrated a sound knowledge of high-frequency words.
- Many learners were able to use their blends, patterns and knowledge of polysyllabic words effectively.
- Some learners attempted to spell more ambitious words, and phonetic attempts at spelling these words were good.

Limited responses

- Many learners needed to practise the spelling of more ambitious words, including a range of words showing irregular patterns.

3. Cambridge Primary Checkpoint Mathematics 0096

3.1 Cambridge Primary Checkpoint Mathematics 0096 – Component 01

Key messages

What candidates did well

- Learners demonstrated a good grasp of the Cambridge Primary Mathematics curriculum. They attempted most questions and were seen to complete the papers in most cases within the specified time.
- Learners demonstrated a willingness to complete the thinking and working mathematically questions. They should be guided to show all their workings so they can see their thought processes in answering the questions.
- Learners demonstrated a developing understanding when answering thinking and working mathematically questions. This is an area that they can continue to improve in with regular thinking and working mathematically questions in lessons.
- Learners worked well with number sequences that continued in steps of the same size.
- Most learners demonstrated the use of division in a word problem.
- Learners demonstrated a good understanding of coordinates, though were less certain when these were presented as a coordinate problem (Q35).
- Interpreting pie charts was a strength of the learners.

What candidates needed to improve

- Learners demonstrated a developing understanding when answering thinking and working mathematically questions. This is an area that they can continue to improve in with regular thinking and working mathematically questions in lessons.
- Learners are advised to cross out their answers they wish not to be considered rather than writing over their work or placing the work in brackets.
- Learners were seen to overwrite some of their work in pen once completed. It is recommended that learners avoid overwriting, as this can make their answers less easy to read.
- Learners could improve their responses by keeping their use of commas and decimal points consistent throughout the paper. In questions where there is a thousands separator and a decimal point, this consistency is very important.
- Some learners calculated their answer and then crossed out their calculations as part of their method. Learners need to leave their workings as part of their answer.
- Some learners calculated the correct answer and then made transcription errors copying the answer onto the answer line. This was more common in Q21 where 99 952 was recorded on the answer line as 9952.
- Learners need to explore angle rules in multi-step problems. Knowing angles in a triangle add to 180 degrees and angles on a straight line add to 180 degrees will help them solve these problems.
- Learners need to work out the correct order of steps to complete these problems.

Comments on specific questions

Question 1

Comprehensive responses

- Many learners answered this question well.
- They used a variety of strategies. Many learners calculated the answer mentally. Some wrote a vertical multiplication for 0.4×3 .
- Some learners demonstrated an understanding that multiplying 4×3 then dividing by 10 gave the correct magnitude of answer.

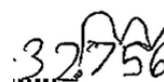
Limited responses

- Some learners wrote the calculation rather than the answer and then made arithmetic errors.
- Some recorded answers such as 0.12 where the place value had not been understood.

Question 2

Comprehensive responses

- Many learners demonstrated a good understanding of multiplying by 100 and dividing by 10.
- Evidence of exploring place value was seen by loops above numbers. This was an effective method for many.



Limited responses

- Some learners used a less efficient method and wrote multiplication and division calculations. They often made arithmetic errors in these methods.
- Recognising when a formal calculation is necessary is something some learners would benefit from exploring.
- A few learners calculated the 29.12 correctly and then wrote 29.1 as their answer.

Question 3

Comprehensive responses

- Most learners answered this question well.
- The numbers in the given sequence all had one decimal place, so the most common answer was 3.0 rather than 3.
- Many learners wrote addition calculations to support their answers.

Limited responses

- Most learners who did not find the correct answer gave a number that was larger than 2.2, for example, 3.1, and so demonstrated an understanding of the sequence increasing in size. Their errors may be due to arithmetic errors rather than misunderstanding how the sequence continued.
- Another common error was to add the 1.4 and 2.2 and write an answer of 3.6.

Question 4

Comprehensive responses

- Learners demonstrated a good understanding of the process for multiplying a fraction by an integer
- Some learners left their answers as $\frac{6}{1}$. Learners needed to write their answer as an integers, such as 6.

Limited responses

- Some learners demonstrated an understanding of the process. They sometimes left their answers unevaluated. For example, $\frac{30}{5}$.

Question 5

Comprehensive responses

- Many learners drew a circle. These were not always accurate throughout the entire circle construction.
- This is something learners would benefit from more practice with.

Limited responses

- Some learners drew freehand circles and appeared not to have a compass or were not sure how to use it.
- Some learners measured the circle given (radius 3.3cm) and drew that circle rather than one with a radius of 4cm which showed a misunderstanding of the requirements of the question.

Question 6

Comprehensive responses

- This division word problem was well answered by most learners. They demonstrated a good understanding of using division in context.
- Some learners used multiplication to check their division calculation was correct.

Limited responses

- Some learners used multiplication, which was an incorrect method.

Question 7

Comprehensive responses

- Most learners answered this question well and demonstrated a good understanding of coordinates.
- Learners used the scale of tenths well.
- Learners demonstrated strategies of using working lines from the 5/10 on the y-axis and from 2/10 on the x-axis.

Limited responses

- Misunderstandings were seen where learners had plotted two points, one correct and one at (5/10, 2/10).
- Some learners also plotted a coordinate with the reversed x/y values.

Question 8

Comprehensive responses

- Learners demonstrated a good understanding of how to find $\frac{5}{4}$ of 20. They used the same method as Question 6, writing $\frac{5}{4} \times 20/1$.
- Some learners found $\frac{1}{4}$ of 20 then multiplied by 5. This was a less common method.

Limited responses

- In a similar way to Question 4, some learners calculated $100/4$ and then did not give their answer as an integer, leaving the unevaluated fraction as their final answer.

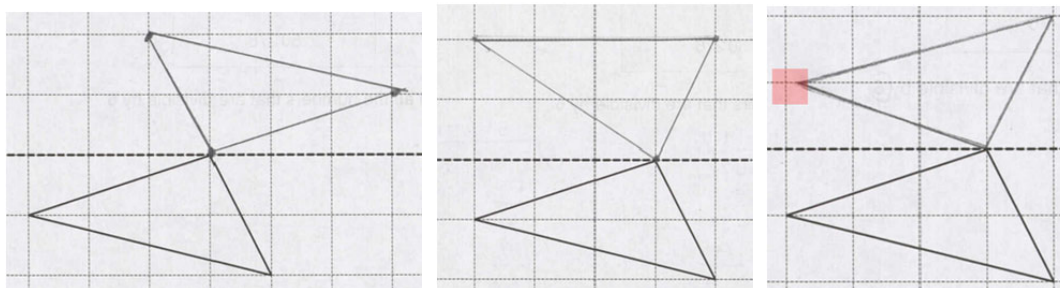
Question 9

Comprehensive responses

- Learners who answered this well used a ruler and carefully plotted the vertices.
- Many learners demonstrated a good understanding of the term 'reflect.'

Limited responses

- Some learners drew a shape rotated by 180 degrees or a reflected line that was parallel to the mirror line.
- Some learners did not draw the correct reflection as their vertices were not plotted carefully and were out of tolerance. Learners need to plot the vertices first and then join these with ruled lines.



Question 10

Comprehensive responses

- This question was answered well by some learners who wrote an answer without workings. These learners understood the effect of dividing by a larger number.

Limited responses

- Many learners did not demonstrate the understanding that the larger the number you divide by, the smaller the answer.
- Some learners understood the number needed to be large though misread that a one-digit number was required and wrote answers such as 10.

Question 11

Comprehensive responses

- Some learners who identified the two correct numbers did not show any working. These learners demonstrated an understanding of the rules of divisibility for $\times 6$.

Limited responses

- When two correct numbers were not selected, the most common correct answer was 3 340 266.
- Some learners selected all the $\times 3$ numbers and others did not recognise that all numbers in $\times 6$ must also be in $\times 3$. They often used division calculations to test the numbers to select their answer.

Question 12

Comprehensive responses

- Most learners demonstrated a good understanding of pie charts.

Limited responses

- Some responses showed fantasy and travel in the incorrect sections which may be from miscounting the divisions.

Question 13

(a) Comprehensive responses

- Many learners wrote their addition of the ingredients using a vertical calculation and correctly placed the numbers using place value.

Limited responses

- Incorrect responses seen from some learners were from arithmetic errors rather than incorrect methods.

(b) Comprehensive responses

- Many learners demonstrated a good understanding of scaling up numbers in a recipe.

Limited responses

- Some learners identified the 9g for salt and then either gave this as their answer or made an arithmetic error in their 6×9 .

Question 14

Comprehensive responses

- Many learners demonstrated an understanding that the brackets can be used to alter the order of operations.

Limited responses

- Some learners correctly calculated the bracket first then went on either to do $20 - 3 = 17$ and $17 \times 3 = 51$.
- Some learners calculated the bracket then $\times 3$ correctly, reversing the subtraction to write $9 - 20$ and reached -11 as their final answer.
- Learners will benefit from exploring similar types of questions and discussing the effect the bracket has on the final answer in each calculation.

Question 15

Comprehensive responses

- Those learners who were successful at explaining the answer looked at the numerical values for odd and even numbers occurring and based their discussions on these. They often wrote that even was 900 and odd was only 100.
- Some learners wrote a mathematical statement to provide an explanation for why the odd and even were not the same.

Limited responses

- Learners need to be careful when answering an explains question that they do not just re-state the question.
- Some learners only referred to the number of odd or even and did not make a comparison between the two.
- Some learners were confused by the table and discussed that the number 1 has an even frequency (referring to the 12 as being even).
- A proportion of learners did not attempt this question and would benefit from practicing similar questions where they need to interpret given information and draw a mathematical conclusion.

Question 16

Comprehensive responses

- Learners who answered this thinking and working mathematically question well often gave a coordinate for the y as 13.
- Very few sketches were seen to aid understanding.
- Many learners provided correct answers but did not show their working.

Limited responses

- A significant proportion of learners did not attempt this question.
- Many learners did not appreciate that the point had to be more than twice the distance and gave a coordinate that is exactly twice the distance from the x-axis, for example, (4, 12).
- Some learners gave answers where they had doubled the x value, for example, (8, 6).

Question 17

Comprehensive responses

- Many learners demonstrated an understanding of order of operations. Some learners did not select all 3 correct and many selected 1 or 2 of the 3 correct answers.

Limited responses

- A common incorrect answer was $100 + 4 \times 5$, where learners had not applied the laws of operations correctly.

Question 18

Comprehensive responses

- The most common correct response to this thinking and working mathematically question was $2 + 3 = 5$. Some learners recognised that 2 needed to be used in the pair.

Limited responses

- Many learners wrote the sum of two prime numbers that did not have an answer that was also prime.
- Common incorrect numbers used as prime numbers were 1 and 9.

Question 19

Comprehensive responses

- Many learners correctly identified the probability as '6 out of 10'. The most common equivalent seen was '3 out of 5'.

Limited responses

- Some learners did not read the question carefully and gave the probability of the ball being white which was '4 out of 10'.
- Other incorrect answers were the probability of pink (1 out of 10) or the probability of yellow (5 out of 10) where they had looked at only one colour that was not white.

Question 20

Comprehensive responses

- This thinking and working mathematically question were answered well by some learners.

Limited responses

- Some learners wrote a number sentence that did not produce the smallest positive answer, for example, $1 + 6 - 4 = 3$. This demonstrated an understanding of using the number operations '+' and '-'.
- Where learners had made multiple attempts to complete the boxes, they needed to ensure that their final answer was clearly identified.

Question 21

Comprehensive responses

- Some learners who correctly calculated the area of the rectangle used a formal multiplication calculation 6247×16 , demonstrating an understanding of area.

Limited responses

- Some learners knew how to calculate the area then made arithmetic errors in their calculation.
- Some learners confused area with perimeter and gave an answer of 12 526.

Question 22

Comprehensive responses

- Some learners demonstrated an understanding of the criteria within this thinking and working mathematically question.
- The most common correct triangle placements were the triangle with at least one line of symmetry and the triangle with an obtuse angle (B and D).

Limited responses

- Some learners may have understood the criteria for the triangles then incorrectly applied these to the Venn diagram.
- Some learners repeated the letters in both sets rather than writing them in the overlapping segment.
- Learners would benefit from more opportunities to explore sorting items into Venn diagrams and considering where to place items that are in more than one set.
- Learners who incorrectly placed C, often placed it in the obtuse angle set.

Question 23

Comprehensive responses

- Learners gave the range of correct responses.
- Some learners wrote conversions to fractions with common denominators. This was to check their magnitude and therefore if the < had been considered correctly.

Limited responses

- 6 was a common incorrect answer where the learner may have been comparing the size of the denominators only.
- Learners would benefit from the opportunity to explore the magnitude of denominators and how this affects the size of the fraction. Comparing fractions this way when the numerators are the same will help them develop a deeper understanding of fractions.

Question 24

Comprehensive responses

- The most common correct simplification was $\frac{1}{5}$.
- Some learners correctly simplified both the fraction and the mixed number.

Limited responses

- A common error when simplifying the mixed number was to reduce the integer also, often to 2 (dividing the 4 and 16 by 4 then also dividing the integer by 4 to give an answer of $2\frac{1}{4}$).
- Some learners only simplified $\frac{6}{30}$ to $\frac{3}{15}$ by dividing both the numerator and denominator by 2.
- More practice is needed in this learning objective to secure their understanding.

Question 25

Comprehensive responses

- Some learners added an additional zero in the hundredths for 702.1 to write both numbers with 2 decimal places. When this strategy was used, they often reached the correct answer.

$$\begin{array}{r} 69120 \\ 702.110 \\ \underline{35.08} \\ 667.02 \end{array}$$

Limited responses

- Some learners made an error in the first step and reversed the 0 – 8 to be 8 – 0 and arrived at 667.18
- Others made errors when exchanging digits.

$$\begin{array}{r} 61012 \\ 702.1 \\ \underline{35.08} \\ 677.18 \end{array} \qquad \begin{array}{r} 6911910 \\ = 702.20 \\ \underline{35.08} \\ 666.92 \end{array}$$

Question 26

Comprehensive responses

- Some learners who found the correct answer wrote division calculations using numbers close the 877 to see if the remainder was 2.
- Very few learners wrote $877 \div 5 = 882$ which was the most efficient method to find 882.

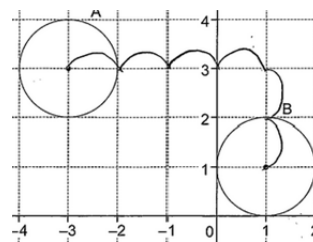
Limited responses

- A significant number of learners did not attempt this question.
- A common incorrect answer is 884 ($877 + 7$)
- Learners would benefit from exploring similar thinking and working mathematically questions, where a strategy can be explored to find the most efficient method when manipulating numbers.

Question 27

Comprehensive responses

- Some learners used working lines to indicate how they had worked out the correct answer when going from the centre of A to the centre of B.



Limited responses

- Some learners wrote an incorrect answer, for example, 3 right and 1 down. They may have selected the furthest right point of circle A and counted down to the upper side of circle B rather than calculating the translation from the same given point.
- Some learners wrote 2 right, 2 down from starting at the far right of A and counting to the left of B.
- Learners would benefit from exploring translating shapes rather than single points as this is a concept they were unfamiliar with.

Question 28

Comprehensive responses

- Some learners gave a correct method when calculating the area of the triangle.

$$\begin{aligned}\text{Area of a triangle} &= l \times h \div 2 \\ &= (6 \times 8) \div 2 = 24\end{aligned}$$

Limited responses

- A common incorrect answer seen was where learners had calculated 6×8 and then not halved this for the area of the triangle ($1/2 \times \text{base} \times \text{height}$).
- Some wrote the correct calculation then made arithmetic errors.
- Some learners confused area and perimeter.
- Some learners knew multiplication was involved. They multiplied all 3 sides ($6 \times 8 \times 10$) or they used the correct formula for the triangle and substituted the incorrect values, for example, 8×10 divided by 2.

Question 29

Comprehensive responses

- Some learners selected the correct data type.

Limited responses

- Learners need to read the question stem carefully as they were told to tick one data type. Some responses had more than one ticked.
- 'The name of the child' was a common incorrect selection, which was sometimes also accompanied by the correct answer ticked.

Question 30

Comprehensive responses

- Some learners selected the correct fraction divisions. These were often accompanied by calculations to show their thought processes when answering this thinking and working mathematically question.

Handwritten work for Question 30 showing various fraction calculations and simplifications:

- $\frac{1}{28} \div 2$ with a bracket underneath.
- $\frac{1}{14} \div 1$ circled.
- $\frac{1}{14} \times \frac{1}{1} = \frac{1}{14}$ with an arrow pointing to the circled fraction.
- $\frac{1}{2} \div 7$ circled.
- $\frac{1}{2} \times \frac{1}{7} = \frac{1}{14}$ with an arrow pointing to the circled fraction.
- $\frac{1}{7} \div 7$ with a bracket underneath.
- $\frac{1}{7} \times \frac{1}{7} = \frac{1}{49}$ with an arrow pointing to the bracketed fraction.
- $\frac{1}{140} \div 10$ with a bracket underneath.
- $\frac{1}{140} \times \frac{1}{10} = 18$ with an arrow pointing to the bracketed fraction.
- $\frac{1}{28} \times \frac{1}{2} = \frac{1}{56}$
- $\frac{1}{2} \times \frac{1}{7} = \frac{1}{14}$
- $\frac{1}{7} \times \frac{1}{7} = \frac{1}{49}$
- [11]

Limited responses

- A significant number of learners did not attempt this question.
- Common incorrect selections were $\frac{1}{28} \div 2$ and $\frac{1}{140} \div 10$

Question 31

Comprehensive responses

- Some learners calculated $2/80$ then simplified incorrectly.
- Unless the answer is asked for in its simplest form, then learners can leave their answer as an equivalent fraction (unless this simplifies to an integer).
- Most learners converted the fractions to $1/40$ or $2/80$.

Limited responses

- A common incorrect answer was $2/2$ where they have subtracted the second numerator from the first and the same with the denominators.
- Some learners demonstrated an understanding of the method – converting the fractions into a common denominator. They then made arithmetic errors in this conversion.
- Some correctly converted the fractions then misread the sign in the question and added their fractions.

Question 32

Comprehensive responses

- Some learners clearly set out the ratio and wrote $\times 15$ to show how the ratio remained in proportion to reach the correct answer of 45.
- Learners who used this method of $\times 15$ in a clear format often reached the correct answer.

Handwritten work for Question 32 showing a ratio $2:3$ being multiplied by 15 to get $30:45$.

Limited responses

- A significant number of learners did not attempt this question.
- Some learners calculated the 15 for 1 part and gave this as their answer. They then needed to apply this to the 3 parts of yellow.
- Some learners saw $2:3$ and the 30 and gave an answer of 20. Presumably they have over-simplified the question and confused the $2:3$ with $20:30$ (allocating the 30 incorrectly to the yellow paint not the blue paint).

Handwritten work for Question 32 showing a ratio $2:3$ being multiplied by 10 to get $20:30$.

Question 33

Comprehensive responses

- Some learners wrote 37.86 beside the number on the left, then the amounts for each of the numbers on the right. By using this method, they then often selected the correct response.

Limited responses

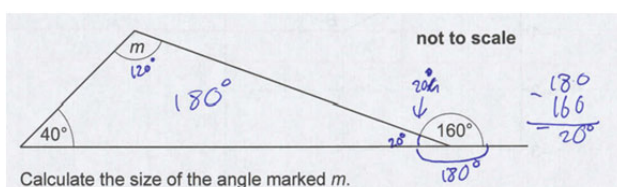
- A significant number of learners did not attempt this question.
- Many learners selected more than one answer – generally the top and bottom amount was selected.
- Learners need to be reminded about instructions, 'draw a line', which indicates that only one line is needed.

Question 34

Comprehensive responses

- Some learners demonstrated an understanding that angles on a straight line add to 180 degrees. They marked the 20 degrees correctly on the diagram.
- These learners generally continued to use angles in a triangle add to 180 to correctly find the answer.

① $\begin{array}{r} 180 \\ - 160 \\ \hline 20 \end{array}$ ② $\begin{array}{r} 40 \\ + 20 \\ \hline 60 \end{array}$ ③ $\begin{array}{r} 180 \\ - 60 \\ \hline 120 \end{array}$



- Some learners used the method $160 - 40$ where the sum of the opposite interior angles in the triangle add to the exterior angle on the straight line.

Limited responses

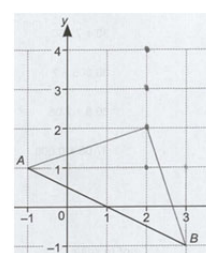
- A significant number of learners did not attempt this question.
- A common incorrect answer was $160 + 40 = 200$ then $200 - 180 = 20$.
- Some learners began using the correct method to find 20 degrees then used 360 as the total angles in a triangle instead of 180 degrees.

① $\begin{array}{r} 160 \\ + 40 \\ \hline 200 \end{array}$ ② $\begin{array}{r} 360 \\ - 180 \\ \hline 180 \end{array}$ ③ $\begin{array}{r} 180 \\ - 160 \\ \hline 20 \end{array}$

Question 35

Comprehensive responses

- Some learners who answered this well drew triangles on the diagram and indicated their right angle.
- Some learners used the (2, ...) and explored the set of points along the $x = 2$ line then selected the point that would then make a right angle when a triangle was completed.



Limited responses

- A significant number of learners did not attempt this question.
- Some learners drew triangles and indicated a right angle that was not actually 90 degrees.
- Multiple attempts were made by some learners who could not visualise where the completed triangle and the right angle would be.
- Not all learners used the (2, ...) consistently to trial points along the $x = 2$ line.
- Occasionally, learners indicated a correct vertex then did not complete the triangle or the y -coordinate on the answer line.
- Learners would benefit from further exploration of shapes on coordinate grids where there is more than one possible solution or strategy to use.



3.2 Cambridge Primary Checkpoint Mathematics 0096 – Component 02

Key messages

What candidates did well

- Learners demonstrated a good understanding of the Cambridge Primary Mathematics curriculum.
- They approached the paper well and completed most of the questions.
- They have a good knowledge of multiples and factors, and their number work was generally secure.
- Learners demonstrated good knowledge of fractions, decimals and percentages.
- Learners understood the method of calculating mean and range.
- They sometimes used the diagrams to help them with questions and annotated them when working out answers. These workings should be supported.
- Digit formation was generally clear and diagrams were within tolerance.

What candidates needed to improve

- Paper 2 is a calculator paper so use of the calculator throughout for calculations will help to avoid the arithmetic errors that were seen when the method was correct.
- Thinking and working mathematically skills are developing, as learners were able to reason through some of these questions. They should be supported to respond in short sentences or mathematical sentences where one would suffice
- Learners need opportunities to explore shapes, surface area of shapes and nets of shapes.
- Some learners could improve the clarity of their written work by using an eraser to remove work or by crossing out any working they do not wish to be considered. They should avoid overwriting in pen as this makes their work harder to read. Where work has been bracketed as they do not want it to be considered, a line through the work would be clearer.
- Learners need to show workings for all questions as this then helps them understand the steps they are taking to find the answer as well as enable them to check their work carefully and show their methods. Where possible, learners should use a ruler for diagrams and ensure they indicate points or vertices clearly on a diagram when required.

Comments on specific questions

Question 1

Comprehensive responses

- Most learners answered this question well and demonstrated a good understanding of coordinates.

Limited responses

- Some learners reversed their x and y coordinates.

Question 2

Comprehensive responses

- Most learners wrote the correct fraction $\frac{2}{7}$.
- Some learners wrote equivalent fractions such as $\frac{4}{14}$.

Limited responses

- Some learners wrote $\frac{7}{2}$ as their answer, confusing the numerator and the denominator.
- Some learners attempted to divide 7 by 2 and then used the 3 (r1) as their numerator. They then wrote answers with 3 as the numerator, for example, $\frac{3}{7}$.

Question 3

Comprehensive responses

- Many learners wrote an angle that was in the correct range.

Limited responses

- Some learners gave answers such as 100 degrees, which suggests they may have read the incorrect scale on their protractor.
- Some learners did not attempt the question which may be due to not having a protractor. Some learners gave answers such as 90 degrees and 120 degrees, which were outside the expected tolerance and may not have been measured using a protractor.
- Learners could improve by estimating the angle before measuring, as this helps them identify whether the angle is acute, obtuse, a right angle, or reflex, and assess if their answer is reasonable.

Question 4

Comprehensive responses

- Many learners wrote the correct answer.
- Some learners wrote the calculation $0.25 \times 60 = 15$.

Limited responses

- Many learners wrote 25 minutes thinking there are 100 minutes in an hour.

Question 5

Comprehensive responses

- Most learners demonstrated a good understanding of converting between decimals and percentages.

Limited responses

- The most common correct response was 0.8 when only one correct response was given.
- Some learners wrote 3% for 0.3 having calculated $\times 10$ not $\times 100$.
- Many learners writing incorrect answers used the digits 8 and 3. They had then used the incorrect place values.

Question 6

Comprehensive responses

- Most learners demonstrated a good understanding of rounding within this thinking and working mathematically classifying question.
- The question was attempted by most learners.

Limited responses

- The most common incorrect number selected was 4.7
- Some selected both correct numbers though one extra incorrect number was also selected.

Question 7

Comprehensive responses

- Some of the correct responses suggested that Lily increases her sample size. The learners recognised that this would make her prediction more accurate.
- Other correct responses looked at the ages of the people she should ask.

Limited responses

- Some learners made suggestions to try and make Lily's statement more precise.
- The responses needed to focus on the sample size and who is in the sample.
- Some learners explained that the data needed to be equal in size, suggesting Lily asks 6 people if they like cycling so there are 6 of each.
- Some learners focused on the presentation of the data and suggested she use a table or a pie chart.
- Learners would benefit from more opportunities to critique data collection.

Question 8

Comprehensive responses

- Some learners demonstrated an understanding of rounding to the nearest tenth. They recognised that this would result in a number with one decimal place.

Limited responses

- Many learners rounded 0.14 to 0.10. Discussing why they do not include a 0 in the hundredths when rounding to the nearest tenth would benefit the learners.
- Some learners wrote a number using the digits 1 and 4, for example, 1.4 and 14
- Some learners rounded up incorrectly to 0.2

Question 9

Comprehensive responses

- Many learners demonstrated an understanding of place value. Recognisable misspellings were allowed.

Limited responses

- The most common incorrect answer was 'hundredths' where the place value was incorrect.
- Some learners wrote 0.004 as their answer.

Question 10

Comprehensive responses

- Many learners demonstrated an understanding of the order of rotational symmetry.

Limited responses

- Some learners wrote an angle of turn (90 degrees).
- Some learners wrote 2 or 3 which may refer to the number of turns the shape can move through.
- Others wrote 1 as they may not have recognised the shape had any order of rotational symmetry.
- Learners would benefit from exploring rotational symmetry made from shapes and patterns they are less familiar with.

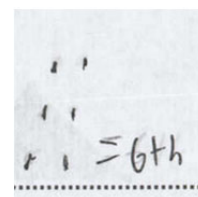
Question 11

Comprehensive responses

- Many learners correctly wrote $6^2 = 36$, demonstrating an understanding of square numbers. Some wrote $6 \times 6 = 36$ to show how they had calculated their answer.

Limited responses

- Some learners wrote the answer as 6 having not squared the number. These answers were often accompanied by a set of 3 x 2 dots.
- Some wrote 6×6 and then made an arithmetic error. These learners had not used their calculator.
- Those learners who wrote 16 had written the next square number after 9. Those writing 49 wrote the 7th number in the sequence.



Question 12

Comprehensive responses

- Most learners demonstrated an understanding of the relationship between repeated addition and multiplication.

Limited responses

- Some learners wrote the correct multiplication (25×8). They then made an arithmetic error and had not used their calculator.
- Some learners wrote 88 where they had added 8 to the last term of 80 in the table.

Question 13

(a) Comprehensive responses

- Most learners were able to read data from a scatter graph.

Limited responses

- Some learners incorrectly read the scale and recorded their answer as 6.5.

(b) Comprehensive responses

- Most learners were able to identify the correct place on their scatter graph to plot their cross. They were able to read the scale which had increments of 2.

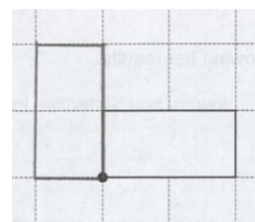
Limited responses

- Some learners plotted more than one cross, and this offered a choice of answers.
- Some reversed their 10 and 12 having not read the axes labels correctly.

Question 14

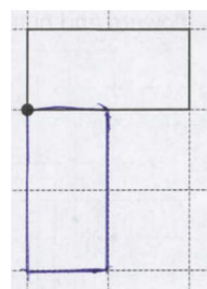
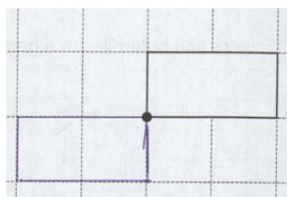
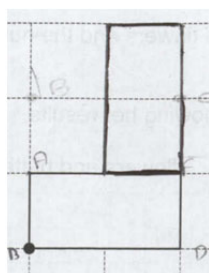
Comprehensive responses

- Some learners answered this well and drew careful sketches. Their vertices were accurately plotted and joined with ruled lines.
- They demonstrated a good understanding of rotation about a point.



Limited responses

- Some learners recognised that the shape needed to be rotated 90 degrees. They then drew the shape's rotation about the incorrect point.
- Some learners used the correct point then rotated the shape clockwise.
- Some learners rotated the shape 180 degrees.



Question 15

Comprehensive responses

- Some learners answered this well and demonstrated knowledge of parallel sides and also the properties of 2D shapes.

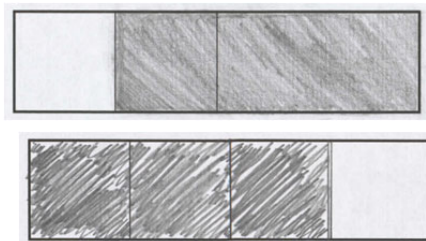
Limited responses

- There were many learners who selected the kite, rhombus or equilateral triangle.
- Some of these learners drew the shapes to explore their properties. They were not familiar with the name 'parallel' from the choices they then made.
- A few learners chose the circle.

Question 16

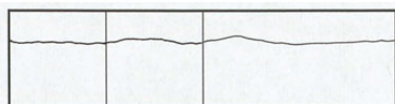
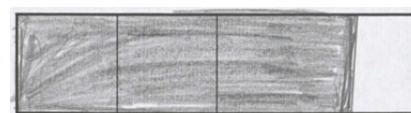
Comprehensive responses

- Many learners answered this question well.
- They offered different solutions to dividing the shape by using the large rectangle and the small rectangles or selecting the two small rectangles and halving the larger rectangle in different ways.



Limited responses

- Some learners chose the two small rectangles and then tried to divide the larger rectangle by drawing a diagonal or by drawing a line to divide the shape into two. This was often out of tolerance.
- Some learners did not recognise that the small rectangle was 25% and the larger 50% ($25 + 50 = 75$).
- Some learners divided the shapes then did not shade the part of the shape they thought was 75%.



Question 17

Comprehensive responses

- Many learners answered this question correctly. They demonstrated an understanding of capacity and volume.

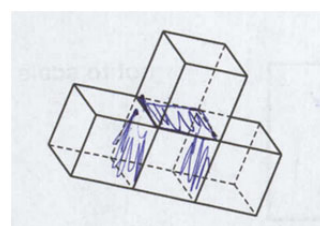
Limited responses

- Some learners wrote 'equal to' for capacity and 'greater than' for volume.
- Some learners wrote 'less than' for the capacity and 'greater than' for volume.
- Learners would benefit from exploring different contexts where volume and capacity are used to enable them to develop an understanding of the vocabulary.

Question 18

Comprehensive responses

- Some learners answered this question about compound 3D shapes well. They identified that the joining faces would be counted in pairs.
- Shading on the joining faces was often seen. Sometimes the faces were labelled 1,2 then 3,4 then 5,6 to show the faces were in pairs.



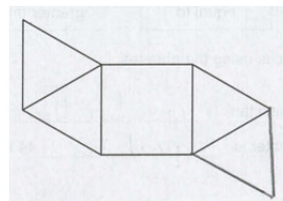
Limited responses

- A common incorrect answer was 3 where then learners had seen the parts where the cubes joined (often shading them) then only counted one face for each join, not two.

Question 19

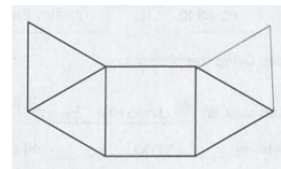
Comprehensive responses

- Many of the learners completed the net by drawing only one correct additional face. The most common placement for the additional face was the bottom right.



Limited responses

- Some learners drew more than one additional face.
- Learners would benefit from the opportunity to explore nets of shapes and how they can be presented in the different ways. Discussing the number of faces a 3D shape has and the different shapes these faces are would help them to understand how to complete an incomplete net.
- The most common incorrect face drawn was the top right.



Question 20

Comprehensive responses

- Some learners answered this thinking and working mathematically question well. The convincing characteristic was used to explain why the two sequences would never have the same number in them.
- Some learners identified that one sequence was in the 5 times table and the other was not. This could be by discussing that the numbers in the first sequence end in 5 or 0. The numbers in the second sequence end in 6 or 1.
- Some explained that both sequences increased by 5 and started on different numbers.
- Some explained that the second sequence numbers were always one greater than the numbers in the first sequence.

Limited responses

- Learners who explained that one sequence was one more than the other sometimes found it challenging to express their reasoning, and their explanations were often vague or incomplete.
- Some learners discussed that one sequence started on an odd number and the other an even number then did not explore how the sequences then continue.
- Learners sometimes only discussed one of the sequences when they needed to make a comparison.
- Some learners confused the words 'term' and the 'step' size.
- Some learners repeated the statement from the question and did not give an explanation.
- Some learners used incorrect mathematics, stating that the second sequence increased by 6.

Question 21

(a) Comprehensive responses

- Many learners demonstrated an understanding of common factors.

Limited responses

- Some learners confused common multiples with common factors.
- Some learners gave factors of only one of the numbers.
- 7 was often seen with an incorrect factor, for example, 7 and 3 or 7 and 2.

(b) Comprehensive responses

- Many learners wrote a correct common multiple of 9 and 15. 45 was the most common answer then 135 from calculating 9×15 .
- Some learners wrote the 9 times table and then wrote the 15 times table, stopping at 45 when they realised there was a common multiple.

Limited responses

- The most common incorrect answer seen was 3 which is a common factor.
- Some learners wrote a multiple of 9 and then a multiple of 15 – these selected numbers were not in both times tables. This is a misunderstanding of the word 'common'.

Question 22

Comprehensive responses

- Some learners identified the largest reflex angle that also had a digits total of 12 – they met both required criteria.

Limited responses

- A significant proportion of learners did not attempt this thinking and working mathematically question.
- Many learners wrote a reflex angle with a digits total of 12. The angle was not the largest reflex angle, for example 345 degrees.
- Some learners wrote an angle that was greater than 360 degrees. These learners did not demonstrate an understanding of a reflex angle.

Question 23

Comprehensive responses

- Some learners were able to correctly identify the frequency totals for each height range and then convert this into proportion (%).

Limited responses

- Some learners recorded totals for frequency that did not add to 10. 10 was the number of heights to be sorted.
- Some learners incorrectly grouped the 10 heights and then correctly converted these into percentages.
- Some learners recorded tallies only in the frequency column with no conversion to a digit.
- Some wrote fractions, for example $4/10$.
- Many learners copied the height values from the data collection into the table – copying one into each box.

Question 24

Comprehensive responses

- Some learners demonstrated an understanding of fractions, decimals and percentages and applied these skills to this thinking and working mathematically question.
- A range of strategies were seen. Converting $2/5$ and 0.5 into percentages or both into decimals.
- Some learners revisited the question to check they had met all the criteria required. Some learners identified the $2/5$ as being 40% and wrote an answer of 40%. They then checked and changed the number to between 40 and 50. This change was frequently seen. 45 was the most common correct answer.

$$\frac{2}{5} < \boxed{\cancel{40} 45 \%} < 0.5 \quad \begin{array}{l} 40\% \\ 2 \div 5 = 0.4 \\ 0.4 \times 100 = 40 \end{array} \quad \frac{2}{5} < \boxed{45 \%} < 0.5 \quad \begin{array}{l} 40\% \\ 50\% \end{array}$$

Limited responses

- Some learners wrote common incorrect answers of 40 or 50. They had only converted the $\frac{2}{5}$ and the 0.5 to percentages and not engaged with finding values in between. This could have been a misunderstanding if the $<$ and $>$ signs.

Question 25

(a) Comprehensive responses

- Some learners demonstrated an understanding of how to calculate the mean.
- They wrote their workings and completed the correct calculation.

Limited responses

- Some learners found their answer using a correct written division method then made an arithmetic error. This did not show evidence of using a calculator.
- Some learners did not show their method, so it was not always possible to identify where errors had occurred.
- Some rounded their answer or did not complete the division step and gave an answer of 677.
- Only a few learners wrote other averages, for example, the median (134) or the mode (133).

(b) Comprehensive responses

- Most learners demonstrated an understanding of the range.

Limited responses

- Some learners recorded the same answer as part a) (mean).
- Some learners wrote either the smallest or largest number from the table.

Question 26

Comprehensive responses

- Some learners demonstrated an understanding of finding the total number of cubes. Evidence of calculations were $4 \times 4 \times 4$ (or 16×4).

Limited responses

- A common incorrect answer was 96 where the learner had counted 16 squares per face and then multiplied this by 6 to give the surface area.
- Some wrote 48 which was the number of squares visible on the cube.
- Some learners had miscounted the number of cubes.
- Learners would benefit from more examples of finding the total unit cubes in a shape both regular and irregular.

Question 27

Comprehensive responses

- Some learners demonstrated a good understanding of mutually exclusive,

Limited responses

- Some learners used the incorrect language, for example, 'less than 6' (which would include 4, 3, 2 and 1) or 'greater than 6' and '4 or more'.
- Some described events that were not possible, for example, 'Jamila rolls a 7'.

Question 28

(a) Comprehensive responses

- Some learners demonstrated an understanding of finding the total number of journeys from a chart.

Limited responses

- 5 was a common incorrect answer where learners had counted the number of bars.
- The highest frequency (7) or the longest time (45) were also seen as answers.
- Some learners wrote the correct calculation then made an arithmetic error having not used a calculator.

(b) Comprehensive responses

- Some learners answered this thinking and working mathematically question well.
- They demonstrated an understanding of grouped data by giving examples of other possible values the fastest time could have been (21, 22, 23, 24 or 25 minutes).

Limited responses

- Some learners wrote answers relating to the tallest bar in the chart thinking this was the fastest journey (30-35 minutes). Or some wrote 40-45 minutes having misunderstood that the longer the time, the longer the journey, which was not the fastest time.
- Some learners explained their choice of 20-25 minutes being that 2 journeys were seen in that range, so it was the shortest bar.
- Some learners thought there may be an error and there may be shorter journeys that were not recorded. Some also referred to real life situations, for example, the bus may be early.

Question 29

Comprehensive responses

- Some learners demonstrated a good understanding of this thinking and working mathematically question. A few learners recorded sets of data to explore the options and these learners often selected the correct options.

Handwritten student work for Question 29. The student has written four options, each with a set of data and a checkbox. The first option is 'All five numbers are the same.' with data '6, 5, 5, 5, 5' and a checked checkbox. The second option is 'All five numbers are different.' with data '5, 5, 5, 5, 1' and '6, 2, 3, 4, 1' and an unchecked checkbox. The third option is 'Four numbers are the same and one is different.' with data '5, 5, 5, 5, 1' and a checked checkbox. The fourth option is 'Three numbers are the same and two are different.' with data '1, 5, 5, 5, 1' and a checked checkbox.

Limited responses

- Many learners selected one or two of the correct options only.

Question 30

Comprehensive responses

- Some learners wrote the given dimensions to their diagrams and then calculated the difference between the smaller and the larger diameters. They then divided this amount by 2 to find the length between the small diameter and the edge of the large circle. This was then added to the 10cm diameter.
- Successful learners often wrote their steps to each calculation clearly.

Handwritten student work showing calculations for Question 30:

$$\begin{aligned} 16 - 10 &= 6 \text{ cm} \\ \text{large circle} &= 6 \text{ cm} \\ \text{small circle} &= 10 \text{ cm} \\ 6 \text{ cm} \div 2 &= 3 \text{ cm} \\ 3 \text{ cm} + 10 \text{ cm} &= 13 \text{ cm} \end{aligned}$$

Limited responses

- Some learners wrote 6 as their final answer which was the difference between the two diameters.
- A common incorrect answer was 26cm where they may have added the 10cm and 16cm. 26cm can also be calculated by reading the diameter as the radius.
- Some learners incorrectly calculated 16 divided by 2 = 8 and then added this to the 10cm. These learners had thought the circumference of the smaller circle was halfway between the centre and the circumference of the larger circle.

Question 31

Comprehensive responses

- Some learners who answered this well used a number that was x5 for M and an even number for E where both numbers added to 35 cents.

Limited responses

- Not many learners wrote working out to explore the coin options.
- Many learners found the two amounts that added to 35 where M was also a multiple of 5. They then used a number that was not even for E.
- Other learners found two numbers which were a multiple of 5 for M and even for E that did not add to 35 in total, for example, M = 15 E = 10.
- Some learners incorrectly divided 35 by 2 to give 17.5 cents for M and E.
- Some learners wrote the number of coins they would need rather than the amounts.

Question 32

(a) Comprehensive responses

- Some learners recognised that the cuboid would have three pairs of faces. They calculated 68 then multiplied by 2.

Limited responses

- Some learners only added up the 3 faces they could see and gave an answer of 68.
- Some learners wrote a correct method for finding the total surface area of the cuboid then made arithmetic errors. They need to use the calculator for Paper 2.
- Some learners calculated the volume instead of surface area by multiplying $24 \times 12 \times 32$.

(b) Comprehensive responses

- Very few learners found both correct nets for the cuboid.

Limited responses

- Many learners identified just one of the correct nets. Sometimes this was accompanied by an incorrect net selected.
- Many learners were unsure and selected the first net. This net had one face that was $4 \times 2 = 8$ which would not come from the given cuboid.
- Learners would benefit from creating similar nets from a given cuboid and thinking about the dimensions that could be used to make all the 3 different pairs of faces.



Question 33

Comprehensive responses

- Few learners answered this thinking and working mathematically question correctly.
- There was evidence of learners marking sides of the squares to count the perimeter when two squares were removed. These methods demonstrated a good approach to the question.

Limited responses

- Many of the learners counted the squares from the two given shapes to work out the perimeters. They then used trial and improvement methods to find two squares that, when removed, produced the same perimeter.
- Learners often selected two squares that were adjacent to each other.

4. Cambridge Primary Checkpoint Science 0097

4.1 Cambridge Primary Checkpoint Science 0096 – Component 01

Key messages

What candidates did well

- Learners demonstrated knowledge and understanding across many areas of the framework, particularly for the movement of the Earth and the Moon, and the position of the planets, causes of infectious disease and the direction of the force of gravity on an object.
- Learners were good at interpreting and using keys.

What candidates needed to improve

- Learners needed to improve their interpretation of dot plots and how to calculate the mode from a dot plot.
- Learners needed to improve their use of the information provided in the diagram of the otter to interpret the question.
- Learners needed to develop their scientific enquiry skills to be able to determine the property being investigated and the independent variable.
- Learners needed to develop their descriptions of patterns in results.

Comments on specific questions

Question 1

(a) Comprehensive responses

- Some learners showed an understanding of the Sun is the energy source for the food web.

Limited responses

- Some of the learners thought the pondweed was the energy source for the food web. This was the most common incorrect answer for this question.

(b) Comprehensive responses

- Many learners discussed the energy being transferred to the otter through the process of eating.

Limited responses

- Some of the learners did not fully explain their answers.
- Some of the learners showed the energy being passed from the pondweed to the moorhen, frog, trout and eel and did not follow on to say how the otter then gained the energy.
- Some of the learners discussed the otter eating incorrect food sources, such as the pondweed.

(c) Comprehensive responses

- Many learners selected the correct three words to describe the trout in the food web.
- Limited responses
- The commonest incorrect responses selected were omnivore or producer instead of carnivore.

(d) Comprehensive responses

- Many learners correctly used the pictures to answer the questions in the key and correctly identify all the organisms.

Limited responses

- Some learners thought that the frog had fur instead of the otter.

(e) Comprehensive responses

- Some learners correctly stated that the otter was a vertebrate, so it would have a similar respiratory system to humans.
- Some of the learners identified that the otter had a ribcage so would have lungs like humans.

Limited responses

- Some of the learners listed all the bones on the diagram of the otter without selecting just the bones which otters would have as well as humans for them to have a similar respiratory system.

Question 2

(a) Comprehensive responses

- Some learners correctly used the information provided in the question to determine that the property being investigated was the melting point.

Limited responses

- Some learners thought that the property being investigated was just melting. This was insufficient as the temperature at which the substances changed from a solid to a liquid was being measured.
- Some thought that the property being investigated was thermal conductivity.

(b) Comprehensive responses

- Some learners correctly identified that the independent variable in this investigation was the different substances, which were being melted to find their melting point.

Limited responses

- Some learners thought the independent variable was temperature. Temperature was the dependent variable in this investigation.
- Some learners listed different equipment from the experiment or only stated ice. This did not show that they understood that the ice being changed for butter or chocolate was the independent variable.

(c) Comprehensive responses

- Many learners identified a suitable risk in this experiment, with the commonest correct answer being that they may get burnt by the hot water, followed by the hot water spilling on to their hands or splashing into their eyes.

Limited responses

- Some learners discussed ways to reduce the effect of the risk rather than identify the risk itself, such as wearing safety goggles or wearing gloves.

(d) Comprehensive responses

- Many learners ticked yes to show that they knew that melting was a physical change and provided a reason why it is a physical change.

Limited responses

- Some learners ticked yes to show that they knew that melting was a physical change. Their explanations were often limited to melting being a physical change as it was a change of state. This information was given to them in the stem of the question. They needed to provide more detail in their explanation.

Question 3

(a) Comprehensive responses

- Many learners correctly calculated both measurements.

Limited responses

- Some learners calculated the difference between the two measurements of water in the measuring cylinders as 15cm³.
- Some learners provided measurements given in the question rather than calculating the difference between the measurements of water in the measuring cylinder and between the measurements on the balance, such as 50cm³ of water and 210g for the balance measurement.

(b) Comprehensive responses

- Some learners correctly identified what a balance measures.

Limited responses

- The most common incorrect answer selected by the learners was weight.

(c) Comprehensive responses

- Most learners drew an arrow and labelled it to show the direction of gravity.

Limited responses

- Few learners drew more than one arrow in different directions and did not label the arrows. It was unclear which arrow was showing gravity.
- Some of the learners did not show a response for this question.

(d) Comprehensive responses

- Many learners provided suitable explanations to state why the rock sank in the water.

Limited responses

- Some learners discussed the water being denser than the rock.
- Some learners discussed the force of upthrust being greater than the force of gravity.

Question 4

(a) Comprehensive responses

- Many learners correctly identified the type of rock in the and provided a suitable explanation to support this by using information from the diagram of the rock.
- The most common correct explanation for the rock being sedimentary was the presence of fossils in the rock.

Limited responses

- Some learners stated the rock as being sediment or sedimentation.
- Some learners did not interpret the shells as fossils within the rock.

(b) Comprehensive responses

- Some learners correctly identified the type of rock and supported this with a suitable explanation.
- The most common correct explanation was the presence of crystals in the rock.

Limited responses

- Some learners discussed the rock being formed by heat and pressure which could not be determined from the picture.
- Some learners stated that the rock had layers.

Question 5

Comprehensive responses

- Many learners showed a good understanding of the differences between boiling and evaporation.
- These learners provided two differences between boiling and evaporation, clearly stating which process they were discussing.

Limited responses

- Some learners were unclear about which process they were discussing, for example stating one produces bubbles.
- Some learners separated their answer to firstly state what happens in boiling and then in evaporation, so they only discussed one difference.

Question 6

(a) Comprehensive responses

- Some learners correctly identified the symbol and the type of circuit.

Limited responses

- The most common incorrect answer was identifying the battery as a cell.
- Few learners discussed the electricity being provided by a lamp or a switch.
- Some learners discussed the lamps being connected in wires or cables.
- Some learners discussed connecting the lamps in order.

(b) Comprehensive responses

- Some learners correctly identified which switches needed to be closed to make lamp S light.

Limited responses

- The most common incorrect answer selected was switch one and switch two.
- Some learners selected switch two and switch three.

(c) Comprehensive responses

- Some learners correctly identified which switches needed to be closed to make only make lamps P and R light.

Limited responses

- The most common incorrect answer selected was switch one and switch three.

Question 7

(a) Comprehensive responses

- Many learners showed a good understanding of the movement of the Earth and the movement of the Moon.

Limited responses

- Some learners stated that the movement of the Earth and the Moon was in a clockwise direction.
- Some learners did not fully describe the movement of the Moon.
- Some learners discussed the movement of the Moon around the Sun and did not include the movement of the Moon around the Earth.

(b) Comprehensive responses

- Many learners correctly drew the position of Venus on the diagram, showing their understanding of the order of the planets.

Limited responses

- Some learners did not show a response for this question.
- The most common incorrect answer was where learners drew the position of Venus on the orbit of the Earth.
- Few learners drew the position of Venus outside the orbit of the Earth.

Question 8

(a) Comprehensive responses

- Most learners suggested suitable methods that Pierre could use to reduce the spread of the infectious disease.
- The most common correct answer was to wear a face mask.

Limited responses

- Few learners provided the example given in the question, highlighting that some learners need to read the questions carefully.

(b) Comprehensive responses

- Most learners correctly identified another cause of an infectious disease.
- The most common correct answer was bacteria.

Limited responses

- Some learners discussed not keeping surfaces clean or eating infected food, which required more detail to qualify why they could cause an infectious disease.

(c) Comprehensive responses

- Many learners correctly stated mucus, showing an understanding of the respiratory system and its role as part of the human defence system against invading pathogens.

Limited responses

- 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.

Question 9

(a) Comprehensive responses

- Some learners showed good understanding of their electrical symbols and electrical conductivity.
- These learners discussed the correct effect on the buzzer if the material was an electrical conductor.

Limited responses

- Some learners discussed the effect on a lamp instead of a buzzer if the material was an electrical conductor.
- Some learners stated that the circuit would conduct electricity and did not state what effect this would have on the buzzer.

(b) Comprehensive responses

- Many learners showed a good understanding of which materials are electrical conductors.

Limited responses

- Few learners did not show a response for this question.
- Few learners only ticked one of the metals.

Question 10

(a) Comprehensive responses

- Many learners applied their knowledge of refraction of a light ray to interpret the model of the car and correctly state the change in direction of car B as it moved through different mediums.

Limited responses

- Some learners discussed what a light ray would do and provided answers of refraction, rather than applying this knowledge to the model of the car.

(b) Comprehensive responses

- Most learners correctly circled the property of light being shown in the model.

Limited responses

- The most common incorrect property selected was reflection.

Question 11

(a) Comprehensive responses

- Some learners correctly identified which stage of the phases of the Moon was anomalous.

Limited responses

- The most common incorrect answer was full moon.

(b) Comprehensive responses

- Some learners provided good descriptions to show the pattern in the results.
- The most common correct answers either discussed the Moon becoming brighter or the Moon becoming more visible or the darker proportion of the Moon becoming smaller.

Limited responses

- Some learners did not identify a pattern in the results.
- Some learners stated the names of the different phases.
- Some learners discussed the Moon increasing and did not state what was increasing.
- Some learners discussed the shape or the size of the Moon changing.

Question 12

Comprehensive responses

- Many learners selected the correct two properties of gases from the list provided.
- The most common correct property selected was gases taking the shape of the container.

Limited responses

- There were a variety of incorrect properties selected.



Question 13

(a) Comprehensive responses

- Many learners correctly interpreted the dot plot to calculate the correct number of children.

Limited responses

- The most common incorrect answer was 6 children. This was the highest result for the number of virus infections in 12 months.

(b) Comprehensive responses

- Some learners correctly interpreted the dot plot and calculated the correct number of children which had more than 3 virus infections in 12 months by adding the results for 4 and 5 virus infections.

Limited responses

- The most common incorrect answer was 6, which was the result for 4 virus infections.
- Few learners started 9.
- Some of the numbers were hard to decipher.

(c) Comprehensive responses

- Few learners correctly interpreted the dot plot and showed an understanding of what 'mode' is.

Limited responses

- Some learners stated 1 or 2 or 1 and 2. Showing they had identified which were the most common results rather than the most common number of virus infections.
- Some of the numbers were hard to decipher.

4.2 Cambridge Primary Checkpoint Science 0096 – Component 02

Key messages

What candidates did well

- Learners demonstrated knowledge and understanding across many areas of the framework particularly the changes which occur during puberty, phases of the Moon, food chains and food webs,
- Learners showed good interpretation skills when using bar charts, and the information provided within tables to draw conclusions.

What candidates needed to improve

- Learners needed to improve their interpretation of balanced forces on a moving car.
- Learners needed to develop their scientific enquiry skills, to identify the control variables in an investigation.
- Learners needed to develop their understanding of the equipment used to produce a ray of light.

Comments on specific questions

Question 1

(a) Comprehensive responses

- Many learners correctly identified the organ system shown in the diagram.

Limited responses

- The most common incorrect organ system stated was the respiratory system.
- Some learners stated heart, identifying the organ in the system rather than the name of the system

(b) Comprehensive responses

- Many learners provided good suggestions of why scientists use models.

Limited responses

- Some learners provided simple statements such as to observe or to describe. These statements needed further development to state why scientists used models.

(c) Comprehensive responses

- Many learners correctly calculated the mean.
- Many learners showed their working.

Limited responses

- Some learners did not show their working to show how they had calculated the mean.
- Some learners calculated the median heart rate.
- Some learners got the incorrect answer when they added up the heart rates and divided by 5.

(d) Comprehensive responses

- Some learners showed understanding of the need for more oxygen or more energy when the horse was moving faster and related this to why the horses heart rate needed to increase.

Limited responses

- Some learners discussed the horse needing more blood without saying more oxygen or more energy.
- Some learners discussed the horse needing oxygen rather than more oxygen.

Question 2

(a) Comprehensive responses

- Some learners correctly used the information provided in the table to select the correct solid.
- Many of these learners supported their selection with two reasons using the information provided within the table.

Limited responses

- The most common incorrect solid selected was solid A.
- These learners justified their choice as there was no gas produced.
- These learners attempted to justify their selection by the temperature not increasing as much as some of the other solids.
- Some learners who correctly selected solid E did not provide two valid reasons.
- These learners often described that a gas was not produced and did not refer specifically to the temperature staying the same.

(b) Comprehensive responses

- Some learners correctly selected the two reactants from the information in the question.

Limited responses

- Some learners selected the products as the reactants.
- Some learners correctly identified one of the reactants.

Question 3

(a) Comprehensive responses

- Some learners interpreted the force diagram of the box correctly and that the downward force was equal to the upward force so the box would remain in the same position and not move.

Limited responses

- Some learners named the forces and did not say the effect of these forces on the box.
- Some learners just described the effect of each of the forces on the box and not the overall effect.

(b) Comprehensive responses

- Few learners read the question carefully and realised that the car was moving so the equal effect of these two forces meant that the car was moving at the same rate.

Limited responses

- The most common incorrect answer to this question was that the car would not be moving or the car would stop.

Question 4

(a) Comprehensive responses

- Some learners suggested two suitable control variables of the investigation.

Limited responses

- Some learners suggested using the same ball. The spoons each had a ball, so the learners needed to say something about the ball that needed to be the same.
- Some learners just stated wax. The learners needed to say something about the wax that needed to be the same.
- Some learners stated the type of spoon. This was the independent variable that was being investigated.
- Some learners stated the temperature of the water. As the spoons were all in the same bowl of water the temperature would have affected all the spoons equally.
- Some learners stated the volume of water. As the spoons were all in the same bowl of water the volume of water would have affected all the spoons equally.

(b) Comprehensive responses

- Some learners placed the data into the correct place in the results table and converted 2 minutes into the correct number of seconds.
- These learners also did not include the units in the body of the table with the results.

Limited responses

- Some learners did not convert the 2 minutes into seconds.
- Many learners included the units along with the results into the body of the table. Units should only appear in the column heading of the table.

(c) Comprehensive responses

- Some learners correctly interpreted the results to select the most appropriate conclusion for these results.

Limited responses

- The most common incorrect answer was the selection of the conclusion that all metals are good thermal conductors. This cannot be concluded from this experiment as they only used four different metals.

Question 5

(a) Comprehensive responses

- Some learners stated the correct process which was occurring in the formation of the sedimentary rock.

Limited responses

- Some learners stated sediment or sedimentary.
- Some learners stated erosion or weathering which were processes which would have already occurred to form the sediment.
- Some learners stated heat and pressure.
- Some learners stated solidification.

(b) Comprehensive responses

- Many learners stated the correct process occurring in the formation of the igneous rock.

Limited responses

- Some learners stated heat and pressure.

(c) Comprehensive responses

- Most learners correctly stated the type of rock being formed.

Limited responses

- Few learners thought it was igneous rock which was being formed.

Question 6

(a) Comprehensive responses

- Most learners selected the correct two changes that take place during puberty.

Limited responses

- Few learners only selected one of the changes by ticking only one box.
- Some learners thought that oily skin only occurred in boys.

(b) Comprehensive responses

- Many learners correctly interpreted the information provided on the bar chart to determine the ages when there was the largest change in height to represent when the height of the boys increased most rapidly.

Limited responses

- Some learners selected between twelve and thirteen years, which is where there was the next greatest increase in height.
- Some learners selected between the ages of 16 and 17 which had the next greatest increase in height.

Question 7

(a) Comprehensive responses

- Many learners correctly identified the correct phase of the Moon showing good interpretation of the information in the table.

Limited responses

- Some learners thought that the phase would be a new moon.

(b) Comprehensive responses

- Most learners selected the correct letter.

Limited responses

- Few of the learners selected letter B.
- Few of the learners named a phase of the Moon.

(c) Comprehensive responses

- Some learners identified that 15th May was in between the 11th and 19th of May and used the information provided in the table and the phases of the Moons shown on these dates to determine the percentage of the Moon visible on the 15th May.
- These learners were able to explain how they determined their prediction for percentage of the Moon visible on 15th May.

Limited responses

- Some learners did not fully explain how they determined the percentage of the Moon visible on 15th May, either discussing the phase of the Moon on the 11th May or on the 19th May, rather than both.
- Some explanations just stated that each date the percentage would increase.
- Some learners thought the percentage of the Moon visible would be 50% or less making their calculations from the full moon on the 19th May and reducing the visibility whilst not considering the percentage visible on the 11th May.

Question 8

(a) Comprehensive responses

- Many learners selected one of the correct food chains in the food web which contained the warthog.

Limited responses

- Some learners listed the organisms without drawing them as a food chain with the arrows included
- Some learners did not draw complete food chains showing the warthog. Their food chain stopped at the warthog and they did not include the lion or the leopard.
- Some food chains did not start with the producer, the oat grass.
- Some learners merged two food chains together.

(b) Comprehensive responses

- Many learners correctly interpreted the food web and stated that the impala also had sour plum to eat as their energy source.

Limited responses

- Some learners discussed the impala being able to eat the dead star grass as their energy source.
- Some learners discussed the painted dog and cheetah dying so there were less of these organisms to eat the impala.

Question 9

(a) Comprehensive responses

- Many learners identified the correct property of light being investigated.

Limited responses

- Learners must clearly state they are referring to reflection; answers that merge reflection and refraction, such as 'reflaction', are ambiguous.

(b) Comprehensive responses

- Few learners correctly selected the correct equipment.

Limited responses

- The most common incorrect equipment which was selected was the lamp and the Sun.
- Some learners circled more than one equipment.

(c) Comprehensive responses

- Many learners correctly selected the correct equipment from the choices.

Limited responses

- The most common incorrect equipment selected was the ruler and the measuring tape.

Question 10

Comprehensive responses

- Some learners understood that as the temperature increases the particles will gain energy and move faster or have more collisions.

Limited responses

- Some learners did not discuss particles in their answers.
- Some learners only discussed the particles moving faster.
- Some learners discussed the particles moving and did not state that they were moving faster.
- Some learners discussed the particles melting.

Question 11

Comprehensive responses

- Many learners correctly identified what sand, clay and organic content are used to classify.

Limited responses

- Some learners stated types of organic content, such as compost or fertiliser.

Question 12

(a) Comprehensive responses

- Some learners correctly interpreted the electrical circuit in the question and the result table to determine the brightness of the lamps in both rows.

Limited responses

- Some learners correctly interpreted the electrical circuit and the information in the question to determine the brightness of the lamps when the connector was attached to lamp D.
- Some learners did not realise that lamp D would not have any brightness when the connector was attached to lamp C.

(b) Comprehensive responses

- Some learners selected the correct percentage of brightness from the choices.

Limited responses

- The most common incorrect answer was 50% with the idea that the lamps share the electricity in a parallel circuit.

Question 13

(a) Comprehensive responses

- Many learners selected appropriate words to complete the sentence showing their understanding of the process of refraction.

Limited responses

- Some learners described the light ray moving from left to right.
- Some learners merged their spelling of refraction to one that could be interpreted as reflection, such as reflaction.

(b) Comprehensive responses

- Some learners correctly interpreted the ray of light diagram through a prism to answer to complete the sentences.

Limited responses

- Some learners stated that the colour of light that changes most direction was red and the colour which changed direction the least was violet.
- Some learners correctly selected violet as the colour of light which changes direction most and then selected yellow or blue as the colour which changed direction the least.
- Some learners selected red as the colour of light changing direction the most and then green as the colour of light which changed direction the least.





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