



Cambridge Primary Checkpoint End of Series Report

October 2025

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1 Introduction

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

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

For each syllabus the following information is provided:

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

2 Cambridge Primary Checkpoint English as a Second Language 0057

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

General comments

This session there appeared to be far fewer than usual unclear answers such as erasures and overwriting, though Assistant Examiners did need to check with the Principal Examiner occasionally.

Part 1

(Questions 1–5)

A 5-gap, multiple-choice sentence completion test, required learners to select an appropriate item to fill 5 gaps and to circle the word of their choice; correct usage of lexical and function words was tested. The most correct answers were for **Questions 1** and **5** and by far the most incorrect answers were for **Question 3**.

Part 2

(Questions 6–12)

In this part, learners were required to select the correct answer to a question about the message shown in an image. Learners needed to circle one of the three options given. The task required careful reading and accurate matching of information to determine the correct response. Learners needed to be good at making inferences and identifying different ways to convey a message; errors are often made when learners focus on words shared by the text and the multiple-choice option and do not consider the wider context of the message. **Questions 10** and **12** were the most successfully answered and **Questions 6** and **7** the most difficult.

Part 3

(Questions 13–17)

In this part, learners were required to complete a short conversation between two friends about a skateboarding competition by selecting appropriate options from a list given. **Questions 15** and **16** were the most successfully answered and **Question 17** the least. Errors were often made when learners found an item to match the sentence before or after but not both.

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

Part 4

(Questions 18–24)

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

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

Spelling needed to be accurate (it almost always was) and the mark scheme allowed for alternative answers to **Questions 22** and **24**. The answer to **Question 19** was shown on the mark scheme with an initial capital letter but, in accordance with practice in previous sessions, examiners were directed to accept correct answers with an initial lower-case letter. This part proved to be a good discriminator, with strong learners occasionally scoring full marks. The most successfully answered questions were **22** and **23**, and **20** and **24** had the most incorrect answers. As usual, there was a far higher number of unattempted answers in this part of the test than in the multiple-choice parts.

Part 5

(Questions 25–29)

The task required learners to match information given about art websites to the requirements of 5 young people. Many learners appeared to have difficulty with this part as there was a high number of incorrect answers, occasionally for the whole of **Part 5**; it appears that learners require more classroom practice in this task type.

The most correctly answered questions were **28** and **29** and the least successfully answered was **27**, though all items appeared to be of similar difficulty. As usual, errors tended to be made when learners were able to match some rather than all the requirements. This type of task tends to generate a lot of wrong answers as one or two incorrect answers often have a 'knock-on' effect on the answers to other items.

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

Part 6

(Questions 30–34)

This task comprised multiple choice questions on a longer text with the title 'Animal photography'.

The need for learners to use a wide range of reading skills, including inference and deduction, makes this a challenging part of the test. **Questions 30** and **34** were the most successfully answered and **33** by far the most difficult.

Comments on specific questions

Part 1

Question 1

Usually correct (*'allowed'*); incorrect divided between *'accepted'* and *'approved'*.

Question 2

Usually correct (*'along'*); incorrect divided between *'across'* and *'about'*.

Question 3

Very few correct (*'persuaded'*) and the least successfully-answered question on the paper; most common incorrect: *'requested'*.

Possibly there were so many incorrect answers due to *'requested'* apparently being an obvious fit in terms of meaning but not in terms of grammatical structure.

Question 4

Usually correct (*'realised'*); most common incorrect: *'convinced'*.

Question 5

A high proportion correct (*'whole'*); incorrect divided between *'complete'* and *'total'*.

Part 2

Question 6

Very often incorrect (correct: **B** *'see a movie at home instead of going to the cinema with Andrea'*); Incorrect divided between **A** (*'borrow some money so she can go to the cinema with Andrea'*) and **C** (*'find out whether Andrea will go to the cinema with her'*).

Question 7

Very often incorrect (correct: **A** *'should bring money to pay for food and drinks.'*); most common incorrect: **C** (*'can get drinks from the machines until Wednesday.'*).

Question 8

Often correct **B** (*'register for special offers on the latest phones.'*); most common incorrect: **A** (*'receive advance information about all our available phones.'*).

Question 9

Often correct **C** (*'Students will soon discover which of the suggestions she likes best.'*); most common incorrect: **B** (*'Suggestions should be sent to her no later than Monday.'*).

Question 10

Often correct **B** (*'check whether his grandmother can collect him from swimming club'*); most common incorrect: **A** (*'let his father know whether he is going to swimming club'*).

Question 11

Often correct **A** (*'Putting bikes in this location will cause access difficulties for visitors.'*); incorrect divided between **B** (*'The parking area has been moved to create more space for bikes.'*) and **C** (*'Cyclists should not use this entrance to the sports centre.'*).

Question 12

Usually correct **B** (*'requesting information from Anna that he has forgotten'*); incorrect divided between **A** (*'asking Anna to help him with a technical problem'*) and **C** (*'checking if Anna has done something she promised to do'*).

Part 3

Question 13

Often incorrect (correct: **C** *'Good idea, and we could practise together too.'*); by far the most common incorrect: **B** (*'Sure, but I don't do it very often.'*).

Question 14

Often incorrect (correct: **F** *'Great! I can do some cool new things on the board, you know.'*); by far the most common incorrect: **C** (*'Good idea, and we could practise together too.'*)

Question 15

Often correct **A** (*'I got them from an online video, actually.'*); most common incorrect: **E** (*'Of course. They're quite easy to learn.'*).

Question 16

Often correct **E** (*'Of course. They're quite easy to learn.'*); most common incorrect: **B** (*'Sure, but I don't do it very often.'*) and **F** (*'Great! I can do some cool new things on the board, you know.'*).

Question 17

A high proportion incorrect (correct: **D** 'Only because I've been doing it longer. '); by far the most common incorrect: **G** ('I'm sure you can – I spent a week practising them.').

Part 4

Question 18

Often incorrect (correct: 'did'); common incorrect: 'have', 'should', 'can', and 'when'.

Question 19

Often correct 'There'; common incorrect: 'They' and 'We'.

Question 20

Very often incorrect (correct: 'once'); common incorrect: 'in', 'on' and 'twice'. There were a few misspellings, for example 'ones' and 'one's'.

Question 21

Often incorrect (correct: 'each'); common incorrect: 'the' (especially), 'with' and (less frequently) 'some'.

Question 22

Usually correct ('about/of'); incorrect included 'to', 'on', 'each', 'with' and 'OK'.

Question 23

Often correct ('a'); common incorrect: 'as' and 'the'.

Question 24

A high proportion incorrect (correct: 'would/d'); most common incorrect: 'will' (especially), 'are' and 'also'.

Part 5

Question 25

Often incorrect (correct: **F** 'paintwell.net'); common incorrect: **A** ('artlove.net') and **B** ('enjoyart.net').

Question 26

Often incorrect (correct: **C** 'youngpainters.com'); most common incorrect: **D** ('art4us.net').

Question 27

Often incorrect (correct: **G** 'arttiger.com'); common incorrect: **C** ('youngpainters.com'), **D** ('art4us.net') and **E** ('newartists.com').

Question 28

Often incorrect (correct: **A** 'artlove.net'); most common incorrect: **B** ('enjoyart.net').

Question 29

Often incorrect (correct: **E** 'newartists.com'); incorrect divided mostly among **B** ('enjoyart.net'), **C** ('youngpainters.com'), **D** ('art4us.net') and **G** ('arttiger.com').

Part 6

Question 30

Often correct **B** ('He had to stay in one place for a long time to do it.');

most common incorrect: **A** ('it appeared to be so friendly.').

Question 31

Often incorrect (correct: **C** 'it was walking around so early.');

most common incorrect: **A** ('it appeared to be so friendly.').

Question 32

Often correct **A** ('to explain that small details in a photo can be interesting');

incorrect divided between **B** ('to explain that small details in a photo can be interesting') and **C** ('to suggest that people don't always look carefully at his photos').

Question 33

Very often incorrect (correct: **B** 'it is different from others he has taken.');

most common incorrect: **A** ('it makes him want to return to the place where he took it.').

Question 34

Usually correct **C** ('describing some of his experiences as an animal photographer');

most common incorrect: **B** ('explaining why animal photography appeals to him').

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

General comments

This session there appeared to be only a few unclear answers such as erasures and overwriting, though Assistant Examiners needed to check with the Principal Examiner occasionally.

Part 1

(Questions 1–5)

Learners identify one of three pictures from short discrete dialogues. **Questions 4 and 5** were the most-successfully answered and answers to **Questions 1 and 2** the least successful. Overall, most learners performed well in this part.

Part 2

(Questions 6–10)

This involved multiple choice questions based 5 short dialogues or monologues. **Questions 6 and 7** were the most successfully answered, and **Questions 8 and 10** the least.

Part 3

(Questions 11–15)

This task comprised five questions based on a girl called Ivy's presentation about an escape room. Incorrect answers tended to be other words in the recording, due to mishearing of the correct answer or the result of guesses based on contexts provided on the form on the question paper. Answer keys were all common words at Primary Level, so no misspelling was allowed. The most successfully-answered question was **Question 11**, and the least successful **Questions 12, 14 and 15**.

Part 4

(Questions 16–20)

This task comprised five questions based on an interview with a girl called Marisa Lee about memory competitions. Incorrect responses may be more common in this part, due to the increased complexity of language and greater skills demanded. The most successfully answered questions were **17 and 19**, and the least successful **16 and 20**.



Comments on specific questions

Part 1

Question 1

Often correct **C**; Most common incorrect: **A**.

Question 2

Often correct **C**; most common incorrect: **A**.

Question 3

Very often correct **B**; most common incorrect: **A**.

Question 4

Usually correct **A**; incorrect divided between **B** and **C**.

Question 5

Usually correct **B**; incorrect divided between **A** and **C**.

Part 2

Question 6

Often correct **B** (*'It took longer than they'd expected.'*); most common incorrect: **C** (*'It cost more than they'd wanted to pay.'*).

Question 7

Often correct **C** (*'It isn't very realistic.'*); by far the most common incorrect: **A** (*'It isn't what he wanted to draw.'*).

Question 8

Often incorrect (correct: **A** *'how long they live'*); By far the most common incorrect: **C** (*'how intelligent they are'*).

Question 9

Often incorrect (correct: **C** '*It's helped them understand other writers' difficulties.*'); most common incorrect: **A** (*It's always hard to get ideas*).

This item type, in which learners are asked to identify what the speakers agree or disagree about, appears to be particularly challenging across sessions.

Question 10

Often incorrect (correct: **C** '*listen to a talk*'); by far the most common incorrect: **B** (*make a video*).

Many learners did not appear to equate 'a talk' with 'presentation' on the recording.

Part 3

Question 11

Often correct ('*80/eighty/1/one/an/hour (and) 20/twenty minutes*'); most common incorrect: '*18*' (a mishearing of the correct answer), '*60*' and '*90*' (both distractors on the recording).

Question 12

Very often incorrect (correct: '*ship*'); by far the most common incorrect: '*library*' (with a number of misspellings). And other incorrect included '*ships*', '*boat*', '*history*', '*puzzles*' and the mishearing '*shape*'.

Question 13

Often incorrect (correct: '*geography*'); most common incorrect: very many misspellings, for example '*geografy*', '*gegraphy*', '*geogarphy*', '*geograpy*' and '*grogrothy*'. Other incorrect included '*history*' (fairly common), '*science*' and '*pirates*'.

Question 14

Very often incorrect (correct: '*key*'); most common incorrect: '*(behind the) painting*' and '*puzzle*'.

Question 15

Very often incorrect (correct: '*certificate*'); most common incorrect: very many misspellings, for example '*setificate*', '*certifecate*', '*sertificait*', '*citificat*' and '*cirtificate*', and plural '*certificates*'. Another common incorrect was '*T-shirt*'.



Part 4

Question 16

A very high proportion incorrect and apparently the most difficult question on the paper (correct: **B** *'from a talk'*); by far the most common incorrect: **C** *'from a film'*).

As in **Question 10**, many learners did not appear to equate 'a talk' with 'presentation' on the recording.

Question 17

Often correct **A** *('she has improved at school')*; most common incorrect: **B** *('she has discovered new interests')*.

Question 18

Often incorrect (correct: **B** *'She practises different training techniques at home.'*); incorrect divided between **A** *('She does the same amount of training each day.')* and **C** *('She increases how frequently she trains before an event.')*

Question 19

Often correct **C** *('She was surprised by her achievement.')*; most common incorrect: **B** *('She felt disappointed she didn't win')*.

Question 20

Very often incorrect (correct: **B** *'getting advice on how to improve'*); most common incorrect: **C** *('making new friends to share experiences')*.

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

General comments

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

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

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

Comments on specific questions

Question 1

This task required learners to tell a friend about a recent visit to the beach. The scenario did not cause too many problems for learners but some did not read the whole task and did not notice that the visit had already taken place and wrote about a future trip. Others misunderstood the task and invited their friend to the beach, which was also incorrect. However, most learners were able to respond to the bullet points appropriately and use relevant vocabulary for the beach scenario. The advice would be for learners to read all the information in the task very carefully. Most learners managed the points well and wrote relevant, coherent responses.

The rubric outlined the scenario, '*You went to the beach at the weekend.*'

The bullet points required the learners to tell Jo:

who you went to the beach with
what the weather was like
what you did at the beach



Most learners said who they went to the beach with, usually a family member or another friend and often they added when they went. They did not have to do this, but it provided an opportunity for them to add more details and made the text much more natural. Any day they mentioned was acceptable. All learners covered this point and it did not prove problematic for anyone. The only slight complication was when learners did not spot the past reference '*went*' and wrote about a future visit. This sometimes then led to them inviting Jo to go with them to the beach. The key words for learners to focus on are in bold in the text, so it is beneficial for learners to make a note of this and try to ensure they recognise the time aspect of the task.

The second bullet point was asking the learner to provide some information about the weather and this was generally very well done. Most learners mentioned good weather, but if they mentioned bad weather, this was not a problem. Any description using weather vocabulary would be fine here. This bullet point allowed the learners to show some range of vocabulary. However, some learners dealt with this point very briefly, and just said '*the weather was perfect*', and it was felt that this did not really give enough information, nor show much evidence of vocabulary. If learners are asked to describe something, it is always a good idea to use the vocabulary they have so they can be awarded as many marks as possible.

The third bullet point was another opportunity for learners to use any vocabulary connected to the beach that they had and most described beach activities very well. Many of them described playing sport on the beach with their family, building sandcastles, going on a boat, swimming, sunbathing or eating ice creams.

All in all, this task worked very well and the vast majority of learners scored very highly across all three subscales. Punctuation was sometimes problematic, either not correctly used or missing completely from the text.

Question 2

Learners had to continue their story from the prompt sentence, '*Ben and his dad were in the middle of a beautiful forest and couldn't decide which path to take.*' This prompt worked very well, although there were a few learners who did not reference the decision to take a certain path, and just wrote about being lost in the forest. This affected the content mark as the decision-making process was quite a key part of the task. If they were just lost in the forest, the prompt sentence would have been phrased differently. Most stories involved Ben and his dad either making a choice to take one of the paths, or splitting up to take a path each and then meeting up again. Often they met mysterious creatures in the forest, and some stories involved being chased by lions or bears.

This task elicited a good range of vocabulary and the grammatical structures tended to be quite well controlled. What was particularly good about the responses seen was the level of imagination that the learners demonstrated. Most of the stories were on topic and followed a clear narrative.

In terms of content, most learners wrote about paths in the forest. However, there were a few stories which seemed to be based on fairy tales, which didn't quite fit the prompt. A few learners wrote the prompt but then deviated from this quite significantly, meaning that their content marks were affected and they lost marks. If there is a context in the prompt sentence, like a forest, for example, learners should be advised to make sure their story remains in that context unless it is very clear why the characters have left.

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



Looking at Organisation as a whole, some learners used punctuation effectively, but others used barely any, which affected this mark. The most important thing to look at when writing stories in terms of organisation is the clarity of the story line and some simple phrases such as '*at first*', '*then*', '*after that*', '*in the end*', can really help to orientate the reader as to what is happening. However, the majority of responses seen managed to control the narrative very well by using simple linking words and cohesive devices. Punctuation was sometimes problematic.

In terms of Language, some learners struggled with tenses and mixed past, present and future, which made the stories quite challenging to read. Some wrote the stories just using the present, which limited their ability to score highly in this area. However, the vocabulary used was quite imaginative and the learners were able to create suspense and describe scenes and strange creatures in the forest.

3 Cambridge Primary Checkpoint English 0058

3.1 Cambridge Primary Checkpoint English 0058 – Component 01

General comments

This session, the Insert was a newspaper report about an event at Loch Ness, which included some history about the monster. The subject matter clearly engaged the readers, and was age-appropriate and a manageable length. The text structure and reading levels were also accessible to learners at this stage. The Writing task asked them to write their own newspaper report about an interesting event which had recently occurred at their school or in the local area. While it was clear learners were not as familiar with this text type as other types, the vast majority attempted the assignment and were able to write pieces recounting a variety of occasions.

In **Section A: Reading**, there was a range of questions (e.g. tick-boxes, data-retrieval or quotation-based ones and interpretive tasks). These gave learners the opportunity to demonstrate their understanding of the text. These also allowed them to employ their breadth of grammar, punctuation and vocabulary knowledge and structural analysis ability. Learners generally performed well, with responses reflecting a sound understanding of key ideas and effective use of comprehension skills. There were fewer instances of No Response (questions being left blank), which suggests greater learner confidence.

It was apparent that more successful learners had paid *careful attention to question instructions*, such as ‘Give **one** word’ or ‘Give a two-word **phrase**’. Identifying key instructional words is a useful examination skill and explicitly teaching it encourages learners to focus on the specific requirements of different types of questions. It is also important that learners *heed the line guidance* given, so that their responses come from the correct parts of the text.

Good understanding of question requirements is especially important when answering those which ask learners to ‘Explain **in your own words**’. Unless explicitly instructed (for example, by the use of the word ‘Give’ or the requirement for a quotation), it is preferable for learners to phrase answers themselves. Unnecessarily excessive quoting or copying of the text in this exam not only failed to demonstrate secure understanding, but it also wasted time.

One final skill which assists learners in achieving higher marks is taking note of *the amount of space given for an answer*. On this paper, when this was a single line, more accomplished learners knew to limit their answer to a shorter response; when more lines were provided, they took full advantage to include greater depth in their answers. It is also worth reminding learners to *check the number of marks a question is worth* – several answers gave two or more marks and accomplished learners realised their response needed to be longer and included the correct number of separate ideas.

For **Section B: Writing**, a key message is that paying *careful attention to the stimulus*, particularly in terms of the required **text type**, allows learners to demonstrate a secure understanding of it by including a variety of key features. Those learners who included, for example, dramatic headlines and eyewitness quotes and who wrote in a more impersonal style, earned more marks as these are key features of newspaper reports. Additionally, by referring closely to the stimulus, learners ensured that they included some, or even all, of the suggested ideas, meaning that their pieces had a good balance of content coverage. For instance, the inclusion of the ‘5 Ws of reporting’ allowed learners to show good awareness of the needs of the reader.

Another issue this session raised was the importance of learners using *their own creative skills* when attempting the writing task. Over-reliance on the ideas, content or structure of the Insert occasionally meant that work could not be credited as highly as more original pieces of writing. Unlike previous sessions, there did seem to be a higher number of narratives and pieces which featured fantasy/unlikely events, such as monsters, this session. This may be due to the subject of the given Insert. The difference between a fiction piece and a **realistic**, non-fiction text is something that learners should be taught to recognise.



Additionally, those learners who made full use of *both* lined pages were able to present more content and had greater opportunity to show their text structuring skills, gaining higher marks. It should also be pointed out that providing a word count is **not** advisable for this exam – it is not necessary and takes time away from writing. This was quite a common occurrence this session, and is something which should be discouraged.

As always, more successful learners ensured that their *answers were written legibly*, i.e. they were well-formed and well-spaced. It was noted this session that there was a slight decline in the accuracy and care demonstrated in letter formation. For example, letters with descenders were written on the line and letters with ascenders were shortened, making them difficult to read and sometimes making it unclear whether capitals or lower-case letters had been used.

Comments on specific questions

Section A Reading

Question 1

This question challenged learners to discern the purpose of the text. Those learners who had carefully read the title and the introductory statement in italics accurately choose the third option, ‘to describe a major event that is about to happen’. The vast majority of learners attempted this question, although they often demonstrated a misunderstanding of the purpose by choosing the first option. Possibly due to over-reliance on contextual clues later in the text, they thought that the whole piece was solely about the Loch Ness Monster. It is important that learners remember to read **all** the options when completing questions like this, and do not immediately pick the first one they are given.

Question 2

This question was achieved well by the majority of learners, and those who correctly identified ‘burst into’ were generally also aware of copying it accurately. Some inaccuracies were found, e.g. ‘*bust into*’ or ‘*brust into*’, but these were considered minor errors and did not affect the marks given. Learners should be careful that mistakes in quoting are not so different that they change the meaning of what is being said. While most adhered to the guidance to only provide a ‘two-word phrase’, a few gave longer quotes without clearly identifying the vital part (by underlining, for example) and therefore did not gain the mark.

Even incorrect answers were usually found from the right sentence, but had focussed on the wrong area: for instance, on the reaction of the guests (‘*speechless guests*’) or on what was seen (‘*a water beast*’). Occasionally, learners had not paid attention to the line guidance and concentrated on the wrong paragraph, writing ‘*enthusiastically reported*’.

Question 3

- (a) A secure understanding of the reasons for the use of dashes was demonstrated. Many learners used expert comprehension to accurately realise that, in this instance, they had been used to give 'extra information'. Almost everyone who attempted this question followed the guidance to 'Tick one box', with only a very small number ticking more than one, thus giving an unclear response.
- (b) This question tested learners' understanding of the word myth as the phrase 'myth-making' is generally used to suggest something is untrue or fantastical (myths are not based on factual or proven events). Learners used a variety of ways of phrasing their ideas – some more successfully than others. Those whose explanations were clear and unambiguous showed they understood what a myth is and were able to state that myth-making told us that '*it wasn't true/it's not factual*' or it suggested '*the Loch Ness Monster wasn't real*'. Some responses could not be credited as they were simply not definitive enough, stating, for example, '*it might or might not be true*'. The least successful answers merely repeated the stem of the question by saying that it '*showed it was a myth*'.
- (c) Almost all learners had obviously identified the correct part of the text, although there was clearly some confusion over whether this question focused on 'mysterious monster' or 'elusive creature'. Those who realised that the second description uses no figurative techniques were then able to concentrate on the first. Many clearly noted the repeated use of 'm' (in the phrase as a whole, but particularly in the description) and knew this meant that 'alliteration' was the correct answer. Some misunderstanding of metaphors was shown, with a number of learners choosing this option, and some learners failed to pick up on the lack of *like* or *as*, and chose 'simile' – perhaps another example of choosing the first option in a list rather than checking the whole list.

Question 4

- (a) This question was particularly well answered, with the majority of learners able to provide at least one correct organisation from 'Loch Ness Centre' or '*Loch Ness Exploration*'. Many were able to give both to gain full marks. A good vocabulary was useful here – '*volunteers*' cannot really be considered an organisation, for example. Learners who used the line guide tended to be more successful, while those who gave '*enthusiasts*', '*the Inverness Courier*' or '*Drumnadrochit hotel*', had clearly focused on the wrong paragraphs. Precision in the responses given was important – many learners wrote much longer responses than was necessary, for example, 'the newly modernised Loch Ness Centre' or '*the voluntary research team Loch Ness Exploration*'. While these were acceptable answers, by writing more than was required, learners disadvantaged themselves by wasting time and effort.
- (b) As a straightforward data-retrieval question, this was done very well. Almost all learners identified '*hydrophone*' as a device being used for the first time to locate the monster, with many also identifying '*infrared cameras*'. For the second correct answer, it was essential that learners specifically stated they were *infrared* cameras – '*cameras*' on its own, or even '*special cameras*', was just not accurate or technical enough. Nor was the, often-given, answer, '*survey equipment*'. As with the previous question, overly long answers (those which gave the device and its function) were unnecessary, e.g. '*hydrophone to detect any sound beneath the surface*'. The least proficient learners even attempted to write the full sentence, thus not showing the required selectivity. Learners need to check line guidance carefully, especially when questions have multiple parts. In this instance, correct answers had to come from the lines given in the question introduction ('13–20') which meant that '*drones*' and '*special sound equipment*' were not creditworthy as they came from much earlier in the text.

Question 5

- (a) This question was also completed well, with the majority of learners supplying one of the acceptable answers – ‘*a large fish*’, ‘*a sturgeon*’, ‘*a prehistoric marine reptile*’ or ‘*a plesiosaur*’. However, again, being concise was an advantage, with the best answers simply writing these words and no more. Responses which copied whole phrases or even the full sentence, wasted a great deal of time unnecessarily. Doing so occasionally also meant that the key part was incorrect or missed out. For example, ‘*scientists and amateur enthusiasts have looked for evidence of a fish*’ which misses the essential fact that it is a *large* fish. It is also worth noting that the question clearly required **one** idea. Therefore, those learners who copied most of the sentence failed to demonstrate much selectivity; a skill which, in other questions, is essential.
- (b) Many learners gained marks on this question by accurately quoting ‘*no avail*’ (or the longer, but still acceptable, ‘*but to no avail*’). In doing so, they showed that they clearly understood that the instruction ‘Give’ requires a direct quote rather than a paraphrase. These answers also demonstrated good knowledge of the difference between a sentence and a phrase; those who provided a longer response were unable to score for this reason. The most successful learners copied the phrase accurately. While minor copying errors (e.g. a mis-spelling of ‘avail’) were acceptable, marks could not be awarded for omissions – for example, the key word ‘no’. A more advanced understanding of English was required to answer this question correctly as the phrase is not a common one. Less knowledgeable learners tended to give the phrases ‘*looked for evidence*’ or ‘*Over the years*’; neither of which were acceptable as merely looking, or stating how long they looked, does not show they ‘never found any real evidence’ as required by the question.

Question 6

- (a) The number of correct answers to this question shows that relative pronouns are generally well understood and most learners were able to supply the correct answer – ‘who’. Inaccurate responses still tended to focus on pronouns (e.g. ‘our’); however, they do suggest that more work is needed on different types of pronouns. This was a rare question which had a higher amount of No Responses, possibly suggesting some learners are less confident with questions relating to grammar, or at least, those to do with relative pronouns.
- (b) Those learners who gained marks for this question made sure to focus on the correct section, as given in the question guidance (which again covered both sections). By doing this, they were able to focus on the appropriate person, Alan McKenna, to find the proper information, i.e. he wants to see ‘*a new generation of Loch Ness enthusiasts*’. If learners concentrated on other areas, they gave incorrect answers related to either Aldie Mackay or Alistair Stewart, or interpreted the information inaccurately and stated that Alan wanted to ‘*see the monster*’. This was another question where being very specific led to the best answers; where learners copied too much of the sentence, the meaning became unclear. The question asked what Alan wanted ‘**to see** in the future’, so answers which stated ‘*to inspire a new generation of Loch Ness enthusiasts*’ gained the mark, as the learner had clearly identified the correct general area of the text, but were not the most accurate. Equally, those learners who wrote an incomplete phrase and missed out the essential word ‘enthusiasts’ (e.g. ‘*a new generation of Loch Ness*’), showed that they were not reading for meaning and had not fully understood either the question or the statement.

Question 7

- (a) Many learners gained the mark here for showing they understood the link between the hunt increasing visitor numbers, which, in turn, would create more business for the hotel or the local area. The best answers were able to express this clearly and to explain *how* this would happen – for example, *‘he’s pleased because more people are coming to hunt the monster and staying at his hotel’* or *‘an increase in visitors will mean more money for local businesses like his hotel’*. These learners displayed excellent comprehension skills as they had clearly understood Alistair’s role and how the hunt would affect him professionally. The requirement for **own words** was essential to earn the mark for this question. Therefore, simply copying the phrase ‘interest in the monster legend has led to unbelievable bookings across this summer season’ could not be credited. Learners who focused on Alastair’s assumed interest in the monster (e.g. *‘he’d be happy to find the Loch Ness monster’*) demonstrated either a lack of understanding of what they had read (as they tried to speculate on his personal feelings) or a misunderstanding of who Alistair is – possibly confusing him with Alan McKenna. In the same way, answers which referred to what he wanted to see (e.g. *‘he wants to see the real monster’*) showed that learners had muddled this question with the previous one.
- (b) This question was answered particularly well, with almost all learners giving answers from the correct paragraph. The most accurate responses gave a full sentence (rather than a short phrase, e.g. *‘the area has much more to offer’*) and provided only **one** instead of copying too much of the text. Careful reading of the question, particularly the end which asked about ‘changes throughout the year’, meant that successful learners supplied the correct answer – *‘Every season is different’* – rather than the other common (but incorrect) answer of *‘It’s an amazing place’*.

Question 8

- (a) This question challenged learners to spot and clearly describe similarities between the given paragraphs. Those learners who followed the line guidance carefully and also noticed that, as the question was worth 2 marks, they needed to include **two** ideas were able to determine that both sections mentioned sightings of a monster (for 1 mark) which both eyewitnesses described as a ‘water beast’ (for 1 mark). While some answers gave these two ideas as two separate items, the very best responses were able to combine them in a way that clearly showed they were referring to both paragraphs (often by using the words ‘both’ or ‘they’). Most learners understood the need to find links but provided more vague answers, such as *‘They both have dates’* or *‘They are both talking about the Loch Ness Monster’* which could have referred to almost any of the paragraphs in the text. Other less successful answers were phrased in a such a way as to make it sound like they were only describing one paragraph (for example, *‘It talks about someone seeing the monster’* or *‘Aldie called it a water beast’*) which was not creditworthy, even if they had noted one or both similarities. Other learners were clearly confused about which paragraphs to focus on, with their answers referring to, for example, the first and second paragraphs of the main text or two sections from the timeline. Despite these issues, the majority of learners were able to gain one mark, usually for spotting the repeat of ‘water beast’, and a number gained full marks for identifying both.
- (b) This question, which tested knowledge of passive verbs, was attempted by most learners. Many gained at least one mark for either *‘was set up’* or *‘be found’*. Almost all responses were taken from the correct sentences, but it was those who included **both** key elements of the verb formation who demonstrated the necessary understanding that passive verbs are formed with two parts. While most learners scored one mark for identifying ‘be found’ (or, the equally acceptable, ‘could be found’), more advanced learners showcased excellent grammatical understanding by ensuring that they included the key word **up** in the first option (‘was set up’). Even those learners who were unable to provide the correct answers, often chose verbs rather than other sentence elements, demonstrating some understanding of grammar – although the adverb ‘exceptionally’ was occasionally suggested. Where longer phrases (or even full sentences) were given, marks could only be awarded when the key part – the actual passive verb – was clearly highlighted, for example, by underlining.

- (c) To achieve full marks for this question, learners needed to focus on text structuring elements, such as short paragraphs, emboldening for dates, ordering chronologically or the use of a subheading. While those who referred to the content of this section (e.g. *'It talks about different equipment'* or *'It goes from a long time ago to modern times'*) had clearly noted some differences, they demonstrated a need to pay closer attention to the focus of the question. As did those who included the use of a picture or the Glossary – neither of which were included in the line guidance given and were therefore not creditworthy. Many successful learners gained one mark, often for mentioning the chronological ordering, but it was those who clearly had a confident grasp of structuring elements that were able to identify and provide the two *different* ideas required for full marks. More work may be needed on text structure, as this question was the one most often missed out by less confident learners.

Question 9

A large number of learners were able to score marks here for accurate quotes – a very important examination skill. Those who chose their quotes with care and only provided the key part of a sentence or section were more likely to ensure that what they wrote was accurate. Longer quotes often meant that there was more opportunity for errors or omissions to occur. Those learners who took account of the limited space also tended to provide more concise quotes, rather than trying to squeeze in too much unnecessary material. A good understanding of the fact that quotes must be entirely accurate and complete was demonstrated by those who did not paraphrase or use ellipsis, and the difference between a quote and a personal opinion was shown by those who chose their quotes from the Insert, rather than using their own words (or using the words given on the Question Paper).

It was clear that explaining what these quotes showed proved more challenging for some learners. Creditworthy explanations went beyond simply stating *'[This shows that] the Loch Ness Monster exists'* or copying what was said by Students A and B (e.g. *'I don't think it is possible'*). These, more successful, responses went on to explain *how* it shows that the Loch Ness Monster does/does not exist. The best answers linked what was said in the quote to how it proved/disproved the existence of the monster. For example, *'there may be something in the loch because there have been eyewitnesses who've seen it'* or *'the likelihood of there being anything in Loch Ness is slim because many people have looked for it and never found anything'*. Marks were occasionally lost by learners who did not follow the structure of the question carefully and wrote their explanation first (on the Quotation lines) or by those who muddled Students A and B, thereby giving a negative quote and explanation for Student A (who believes in the Loch Ness Monster) and a positive one for Student B (who does not believe).

Section B – Writing

Question 10

No Responses were rare for the writing task, and almost every paper marked showed evidence of an attempt at the assignment; this meant that learners gave themselves the best opportunity to showcase their writing abilities. However, it was clear that, while most learners attempted to write a report about an event, the conventions of newspaper writing are not well understood. It may be that newspaper writing is simply not commonly seen or used these days.

Despite this, there were a number of better examples of writing. These were written in a way that was appropriate for a school newspaper – for example, by including a striking headline (rather than a basic title) and by writing in an impersonal way (rather than creating a personal recount). These learners had also clearly thought carefully about the most appropriate subjects for their writing, choosing a school performance or local fair. Less suitable topics, such as school fights or violent crimes in the local area, did not have the right tone for this task.

Additionally, the scripts of learners who made *effective use of the Planning box* generally had a better balance of content and were able to provide the level of detail required to fulfil the demands of the higher marks. It was also clear that the most conscientious learners took time to go back and re-read their work to ensure it made sense (by correcting basic grammar and punctuation errors and omissions) and to amend spelling errors.



There were a number of pieces that relied too heavily on the text from the Insert. Some merely took inspiration from it, and were reports about events that were too fantastical to score highly. Often, these included sightings of monsters or aliens. Learners need to be aware that realistic content is essential on a non-fiction paper. The least successful reports used the Insert as their framework and merely changed some of the words and content, for example focusing on a hunt for a different beast. The lack of original content or structure meant that these could not be credited. While using pieces of writing as scaffolding for teaching is a common practice, learners should be taught not to use the given text in an exam in this way.

Wc – Creation of texts

The very best reports demonstrated good knowledge of newspaper conventions by initially including (as well as a headline) a byline to explain who the reporter is and a concise, engaging introductory paragraph to 'grab the reader's interest'. It was important that the piece was written in the past tense – careful reading of the stimulus explained that it needed to be about an event that had already happened, rather than an advert or plan for a future event. More able writers were able to use the correct tense and also write using the passive voice, demonstrating both excellent grammatical skills and also a good knowledge of the expected practices when writing newspaper reports. It is also more usual for these to be written in the third person, and more accomplished writers ensured that they used this consistently throughout their writing. As this was for a school paper, some use of first person plural (we, our) was acceptable. The use of first person singular (I, my) on the other hand, made the piece too much like a recount, as did the inclusion of personal opinions and feelings. Better pieces were much more informative, impersonal and unbiased, and made sure to include enough basic information about the people, places and activities that a reader who was a stranger to the school had background information to help them understand what was happening. They also included good use of quotes (either with direct or reported speech) throughout, to support different pieces of information. When a number of different activities during the event were described in detail, and sequenced chronologically, the content was developed enough to achieve the higher marks, especially if the writer had considered the balance of coverage – giving more detail about the most important points. When only the key details were mentioned but not expanded upon, when there was too much emphasis on the events leading up to or after the occasion or when the chronology was muddled, it was harder to maintain the reader's interest and pieces were therefore less effective.

Wv – Vocabulary and Language

Almost all scripts gained at least one mark for this element (even if the content was incorrect) as they included some examples of expanded vocabulary and deliberate word choices which went beyond basic adjectives or verbs. It is important that learners only include vocabulary that they are familiar with, in order to use it accurately – sophisticated words were much less successful when they were utilised inappropriately and overuse of embellished language was not really appropriate for a newspaper report. The very best pieces included appropriate subject specific terms and used language to create drama and engage the reader, while maintaining the factual nature of a newspaper report.

Ws – Structure of texts

Many scripts were structured clearly and repeated or disordered material was rare. Almost all pieces had an appropriate introduction and many attempted to include a conclusion. It was clear, however, that more ambitious learners occasionally ran out of time, and pieces which started strongly sometimes trailed off towards the end. As the content was about an event, some use of chronology supported the structuring, and the best learners were able to use this to ensure they covered all aspects of the event by discussing what happened at each stage of it. This was often done through the use of time connectives which led to many reports having a clear flow and logical sequence. Many pieces also used the chronology to assist with paragraphing and demonstrated good use of paragraph breaks to signal changes in time or place. The best reports were able to write more extended paragraphs which included several linked sentences, rather than just one or two. They also used a wider variety of connectives, both within the paragraphs and to link each paragraph. Those who included more content and who wrote more sustained pieces (ones which covered several areas of interest and filled more than one side of the given space) were able to provide more evidence on which to base assessment, and also gave themselves more chance to show their text structuring skills. The best had used the Planning Box to ensure that their report was well-balanced and that each section (Introduction, Main body and Conclusion) was fully formed and cohesive.

Wg – Grammar and Punctuation

Basic sentence structuring was generally good, with even the least able learners able to write a range of grammatically correct simple sentences. These were often let down by a lack of demarcation, however, which was an issue even with the more advanced pieces. Where full stops and, in particular this session, capital letters were missed, sentences which contain accurate simple and compound sentences could not be credited as highly. A lack of basic punctuation often meant that the meaning of sentences was difficult to follow, so that, even if higher level skills were demonstrated and complex sentences were attempted, these did not make sense.

Many more learners attempted complex sentences and the most effective ones were well controlled and did not contain too many linked clauses. Effective use of commas was particularly important in this respect, and those learners who were able to use them to separate clauses in complex sentences (rather than using them to replace full stops between sentences) gain more marks for their writing. Less accomplished writers were still able to extend their sentences with good use of expanded phrases such as fronted adverbials. These were also used well to ensure that there were a variety of different sentence starters in better pieces of writing – repeated use of the same or similar words for each sentence beginning demonstrated less skill and therefore could not score as highly. Good use of relative pronouns also helped with this and reduced the repetition of the subject of the sentence, making sentences flow more successfully.

Consistency with tenses was particularly important in this writing task, and those learners who were able to maintain this demonstrated a solid grasp of English. Unlike previous non-fiction tasks, this one also required the use of speech punctuation when giving quotes. Where this was attempted, direct speech punctuation (e.g. the placement of speech marks) was generally correct, while better pieces were able to accurately punctuate all speech, including within and around the speech marks. The best pieces of writing included a variety of sentence types, including simple sentences and basic punctuation to provide a strong basis on which to attempt more advanced grammar, such as re-ordering clauses in complex sentences, and more advanced punctuation, such as parenthesis.



Ww – Word structure (Spelling)

Generally, spelling was good across almost all scripts, especially of high frequency and common words. Many of the scripts marked were awarded two marks, suggesting that learners are confident, competent spellers with secure knowledge of most spelling rules. The majority demonstrated that they can, for example, correctly spelling compound words *without* separating these, e.g. ‘everyone’ rather than ‘every_one’, and can accurately write words with common spelling rules (such as words with double consonants or plural endings, including those which used the _ies ending). Some muddling of common homophones, such as ‘there’ and ‘their’ or similar sounding words, such as ‘were’ and ‘where’ occasionally let learners down. Where learners had taken the opportunity to use an extended vocabulary and more technical language, they were able to showcase their spelling skills and gain the highest marks.

3.2 Cambridge Primary Checkpoint English 0058 – Component 02

General comments

Text: an extract from '*Monstrous Devices*' by Damien Love

Section A – Reading

Learners had the opportunity to explore and analyse the text whilst answering a range of questions. It appeared that the extract was accessible for all levels of attainment and it was pleasing to see how they managed to respond to the demands of the questions. Questions included those where a simple tick was needed as in multiple choice questions, as well as some questions where a single word or phrase was enough to gain a mark. As always, there were some questions where a longer response, often in the form of a sentence, was required. These questions were often more challenging.

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

- It was felt that the majority studied the text and related questions with care. In so doing, these learners demonstrated a pleasing level of accuracy in expressing their answers. However, a concern does remain that there are some learners who appear to struggle to read questions with care. Whether this is due to a difficulty with the language or, perhaps, some inattention to detail, has not been identified.
- The line references given on the question paper are intended to help learners locate a particular part of the text. Examiners were pleased to note how well many learners managed to do this on this paper. It was pleasing to award marks where learners navigated the text successfully, giving answers that matched the context of the question. There were, however, some occasions where these signposts were overlooked and answers were based on an incorrect part of the text. These will be referred to in the question-by-question commentary.
- Questions that asked for 'one word' or a 'short phrase' require just that and no more. During the last session, a pleasing improvement in this kind of response was noted and this has continued this session. In particular, answers need to be clear and unambiguous. Where more words were given, many learners presented their answers by highlighting the appropriate word, or words, by using parentheses or by underlining. Teachers are to be commended where learners have been given this advice about submitting their answers in this way.
- On this paper, as before, there were some questions that asked for an 'explanation' usually supporting a quotation. Words such as 'This shows that...' were used as a prompt to help learners to organise their response appropriately. It is important that learners try not to repeat words from the quotation and use their own words. Choices of a suitable quote have to be made carefully so that the words selected from the text really do correspond to the explanation that follows.
- Once again, there were some questions where learners had the opportunity to express an opinion about something in the text. These 'Appreciation and Reflection' (Ra) questions continue to present learners with a challenge. On this paper, it was possible for learners to express their ideas linked to a selected quote from the text – this will be described in more detail in the question-by-question commentary.

- Examiners were pleased to comment upon how encouraged they were to see how learners have tried hard to give an appropriate response where an implicit answer is required. This suggests that there has been some good teaching and that many learners are developing these higher order skills. It is hoped that a continuation of this practice will extend the development of these skills so that improvements across a broader spectrum of learners' attainment will be recognised.
- Many learners still struggle to identify the purpose of a particular text feature or, as on this paper, why the text is presented in a particular way. Incomplete or vague answers, unfortunately, do not gain credit. Examples include, '*it is lovely*' or '*it is fun*'. On this paper, as well, common responses included answers that simply copied a particular sentence without commenting further about the text structure.
- On this paper, there continued to be fewer occurrences of a correct answer being given alongside an incorrect answer. This pleasing development meant that the learners' intentions were clear allowing examiners to award marks accordingly. There were, still, however, some examples where too many extra words were given as if a learner hopes the correct answer might be included. This needs to be discouraged so that marks are not lost.

Question by specific questions

Question 1

Look at line 2.

- (a) **What does the opening sentence do? Tick ONE box.**

This multiple-choice question was intended to allow learners to 'settle into' the exam. Whilst there were many correct responses, it was disappointing how many did not score a mark. Perhaps these learners misread the line reference to 'first sentence' or 'line 2'? It is very important that learners pay close attention to these references as they are intended to support them.

There were a few instances where more than one tick was given.

Question 2

- (a) **Look at lines 3–7. How does this paragraph refer back to the snow in the first line without repeating the word 'snow'? Give TWO ways.**

Most learners seemed to understand the question but were not always able to verbalise their ideas clearly enough.

The idea of highlighting their answer, as described in **Key messages**, was adopted by many who successfully gained the marks. For example, '*soft white*' or **soft white** against a sharp black skyline, was correct. Many missed out on the mark because they wrote overlong quotes without specific identification of the verbs describing the movement of the snow or, as in the above example, its appearance.

Some responses referred to the people's reaction to the snow (i.e. shiver) rather than the snow itself.

- (b) The text uses different verbs to describe the movement of the snow. Match the verbs with their definitions. One example has been done for you.

Whilst some of these verbs were less common, it was evident that many learners had read the explanations carefully where there were clues for them to find the right answers without knowing the meaning of all of the verbs. Virtually all learners correctly matched '*dances*' with '*moving rhythmically as if to music*'. Careful reading should have helped them to match '*drifts (down)*' with '*moving slowly towards the ground*.' Success with these two verbs only left '*flurries*' to be matched.

Question 3

Look at lines 8–11

The man and the girl are both wearing black coats. Give ONE other way the coats are similar.

Generally this was answered well.

There were some learners who gave the answer that both coats were black – given in the question. Others only referred to the girl's coat '*reaching her ankles*' without any reference to the man's coat. Another common error was to mention that both coats were the same size instead of referring to the length.

Question 4

- (a) Look at lines 12 – 14. Why is the colon (:) used here? Tick ONE box.

About half of learners ticked the correct box. Incorrect responses were more or less evenly distributed across the three alternatives. Possibly those learners who ticked the incorrect box, are insecure in their understanding of how the colon can be used in a specific context.

- (b) Why are semi-colons (;) used here?

Even those who correctly answered 4(a) and realised this was some sort of list, found it extremely challenging to put into words what the semi-colons were doing.

Most ignored the instruction about the context of this passage and how the semi-colons are 'used here'. Most wrote about it connecting rather than separating.

Higher attaining learners did appreciate the 'how' of this question as opposed to simply giving a generalised definition of what a semi-colon is.

- (c) Why does the writer compare the gravestones to teeth? Tick ONE box.

It was clear from a later question about teddy bears being 'crammed' that most learners understood the meaning of cramped. However, only about half of them gained the mark here. It is highly probable that those learners who did not gain a mark, let their prior understanding of what teeth are like influence their choice by often giving 'sharpness', rather than using the evidence presented in the text.

Question 5

Look at lines 15–20.

(a) Why is the man walking so fast?

Overall, this was answered quite well.

Where incorrect responses were given, learners appeared to use their own inferences instead of really reading the text carefully. These learners decided that the man was walking fast because it was cold, it was getting dark or he wanted to get to the shop before it closed. None of these ideas are evident in the signposted paragraph.

(b) Complete the table below by writing the name of the figurative technique or by giving examples from the text.

The full range of marks from 0–3 were equally common here. The majority of learners were able to identify the simile. The mark scheme allowed many examples of personification with the most common being ‘the city grows older’. However, there were a number of learners who referred to the snow dancing around the castle spires which was outside of the given line reference for this question. The least well known was the example of onomatopoeia, ‘*crumps*’. Here some gave the simile, ‘*it frosts in her hair like icing sugar*’ which was surprising as it was given in the next line of the table as an example of a simile...

Question 6

Look at lines 21–23.

Give ONE word that means ‘except’.

This question proved to be a challenge for most learners. The line reference was very narrow so there wasn’t much text to explore. Many learners chose the word ‘*barely*’ but if they replaced this word with ‘*except*’ and read out the sentence again, they would see that it does not make sense. This approach is recommended as a strategy that could be used by all learners.

Question 7

Look at lines 21–35.

(a) Does the shop seem like an attractive place to you? Tick ONE box.

Give TWO quotations from the text to support your answer. Explain why EACH quotation supports your answer.

In the past, these Ra questions asking for a learner’s opinion, have often been poorly answered. During this session, examiners were pleased to note how many good responses there were to this type of question. It was important that answers matched the tick box ‘Yes’ or ‘No’. These options were equally popular.

A majority of learners managed to select at least one good quote and gave a plausible explanation to support their choice. The '*cheerful red*' sign was a well-chosen quote with explanations suggesting, for example, that the shop seemed to be '*bright and welcoming*'. Unfortunately, marks were lost here where not enough 'own words' were used in the explanation such as '*it was cheerful in the dark*'. Also repetition of the question in the explanation lost marks such as '*it made it attractive*'.

There were also some lovely quotes about the toys with some personal viewpoints expressed such as '*I think children would love playing with all of the different toys*'.

Learners who ticked the 'No' box were equally successful in gaining marks where quotes about, for example, the black bats were accompanied by an explanation describing the shop as '*creepy*' or '*I would be scared to go in there*'. Again, using their 'own words' was important in giving the explanation. In another example, marks were lost where the creditworthy quote included the words '*dusty display*' but the explanation said '*it was dusty*'. Adding '*and dirty*' or '*hadn't been cleaned*' would have allowed the explanation mark to be awarded.

Sadly, a common error which often led to learners, even some higher attainers, losing marks, was an answer that referred to the alley where the shop was located rather than the shop itself.

Occasionally, the two different quotes were muddled where one matched the 'yes' box and the other matched the 'no' box. Marks were only awarded to the quote that matched whichever box was ticked.

(b) The robots play a significant role later in the story. How does the text structure show us the importance of the robots?

This question proved to be very difficult for the majority of learners.

Correct answers identified the one-line paragraph. Variations on this were creditworthy such as '*the robots were mentioned on a single line **unlike** the other toys*' and '*the robots are mentioned in a single sentence in one whole paragraph*'. Many answers did not go far enough and link the idea of one sentence to one paragraph – one sentence could be within a longer paragraph.

A significant number of answers just lifted the line from the text about the robots marching through the chaos.

(c) Match the words below with the correct word class as they are used in the text. One example has been done for you.

Answers were very mixed between those learners who have a good knowledge of word classes and those that do not. Most learners scored at least one mark. There was some evidence of confusion between an adverb and an adjective in those who struggled to score any marks.

Question 8

Look at lines 36–48.

- (a) **The man and girl are not ordinary customers who have come to buy something. Give ONE quotation that supports this statement. Explain how the quotation supports the statement.**

Nearly all learners managed to locate a relevant quotation but they did not always score the second mark for a plausible explanation. These learners need to look more carefully at their selected quotation and say how it helped to show that the man and the girl were not ordinary customers. Simply saying they were not ordinary customers just repeated the question. Some learners used a quote about the shopkeeper here. Yet more advice about reading questions carefully is required.

Learners need more practice at explaining what specific information actually means and, if they are speculating, as in this question, make this clear by using modal verbs – could/might.

- (b) **Do you think the shopkeeper is a frightening man?**

Tick ONE box.

Give ONE quotation from the text to support your answer. Explain why the quotation supports your answer.

This Ra question was not answered well. It was suggested that time constraints may have affected learners in attempting this final question in **Section A**.

It was tricky to get the right 'yes/no' here because a positive description of the shopkeeper needed a 'no' tick. Again, advice about reading questions carefully is relevant here. This applies particularly to those learners who thought the question was about whether the shopkeeper was 'frightened', not 'frightening'.

Many of the learners who scored marks here did so by selecting the quote '*Looking up to blink happily at his visitors*' although quite a few did not score a further mark for the explanation as it was too close to the quotation, '*he was happy*'.

Section B – Writing

Question 9

Stimulus for writing: Continue this story. What happens next?

Key messages gathered by examiners from the responses to this section are listed below with some matching those identified in previous sessions:

- The stimulus provided accessibility to learners of all abilities with even weaker attainers managing to write something that was eligible for credit.
- Most narratives began in the shop and focused upon the interaction between the shopkeeper and his visitors. A few variations in the genre were seen but the majority matched the extract in creating realistic fiction.
- Examiners observed some pleasing attempts to develop details that were engaging and, especially in higher scoring pieces, entertaining. This group of writers have the ability to meet further challenges as they have an excellent grasp of basic skills. Also, there are increasing numbers of learners who are making commendable efforts to try and use various technical devices and figurative language.
- In addition to the above. It continues to be evident that there is some good teaching of basic skills across the range of attainment. For many learners, simple, correctly punctuated structures are particularly sound. This can also be said of spelling of familiar words. For higher attainers, as already indicated above, assignments that present a greater challenge that involves exploring various literary techniques, will help them to develop more advanced skills thereby achieving their potential.
- There were very few scripts where the planning box had been used to write the story. The story has to be written on the lined pages and instructions to do this are clear. The planning box is there for learners to use to map out their ideas. Any contents in the planning box are not marked. This session, about half of learners made use of this box and it was interesting to see the variety of ways that it was used – ranging from mind maps, emotion or action ‘graphs’ to listed bullet points, which is all evidence of some good teaching.

Wc – Creation of texts

Examiners were very pleased to read so many engaging narratives, many with imaginative detail. Learners demonstrated their creativity by effectively incorporating elements from the original text in their stories. For example, details such as snowing outside, characters wearing black coats or scenarios where the contents of the shop were vividly described and, especially in the work of higher attainers, woven seamlessly into the plot.

A common feature saw the toys come to life and play either an attacking or defensive role. Examiners were pleased to award higher marks where there were some good attempts to create images of the setting and the characters. In these narratives, the action was well described so that the relationship with the writer and the reader was well established throughout. Overall, these higher attainers were able to engage the reader at a higher level through more compelling or immersive storytelling.

Many narratives included a good range of dialogue that carried the action forward. This also helped to describe characters through the way they spoke.

Emotions, in particular, were clearly evident allowing the reader to develop some empathy with the character who was speaking.



Viewpoint was generally consistent throughout demonstrating a good understanding of narrative perspective – this was true for the majority of learners.

Less successful learners produced narratives with some simple descriptive detail but which managed to pick up the stimulus. Marks were limited where stories were short or did not attempt to engage.

There were many narratives that focused upon conflict between the shopkeeper and the visitors. Many of these involved descriptions of violent behaviour where the man threatened the shopkeeper. Occasionally the roles were reversed. Some learners created narratives with some unpleasant detail which was a concern to examiners. Centres are, no doubt, aware of how extreme behaviour may be included in learners' work. It is hoped that these learners will develop their work in future so that such details are not included.

Wv – Vocabulary and Language

This is definitely an area that has shown a lot of steady improvement.

Well-chosen words effectively conveyed meaning with some choosing words that demonstrated higher precision and control with clarity and which enriched the overall quality of their work.

These learners showed exceptional creativity in their choice of vocabulary with precise and ambitious words earning full marks here.

Most learners were able to use appropriate vocabulary that was suitable for the chosen narrative. Examiners continue to be encouraged by the number of learners who attempted to include some figurative language in their work. This group of developing writers could begin to explore more abstract nouns and find ways to include specialised vocabulary – all of which could be used to build up the atmosphere and engaging detail.

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

Ws – Structure of texts

There were very few stories that were 'off-topic' this session and the majority of learners were able to construct a story that had a clear basic 'beginning, middle and end' structure with groups of ideas placed together effectively. Sometimes, however, there was too much action and facts became quite jumbled which led to loss of logic and cohesion.

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



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

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

Wg – Grammar and Punctuation

Most learners used simple and compound sentences confidently. There were also some very good attempts at complex sentences by some learners.

Basic punctuation was sound and many were able to place speech marks around spoken words so that dialogue could be clarified within the body of the written text. Capitalisation and demarcation were generally good. Even though comma splicing was evident, learners were able to show their awareness of sentence boundaries.

This all shows some excellent teaching and learners, at all levels of attainment, are ready to develop their work further by starting to explore and use a wider range of sentences and punctuation with the reward of adding interest to their work.

More ambitious punctuation could be used - mainly full stops, commas and question marks were seen. Encouraging learners to experiment with different punctuation marks and to re-read their sentences for clarity would lead to an improvement in their work.

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

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

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

Connectives, if present, were simple.

Ww – Word structure (Spelling)

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

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

4 Cambridge Primary Checkpoint Mathematics 0096

4.1 Cambridge Primary Checkpoint Mathematics 0096 – Component 01

General comments

Learners approached the paper well, demonstrating their understanding of the Cambridge Primary Mathematics Curriculum Framework. They attempted many of the questions, omitting a few of the more challenging questions towards the end of the paper which may have been due to time as well as understanding. Learners demonstrated a good approach to the paper and showed their mathematical understanding in their response to the questions.

Learners need to ensure that they use the equipment needed for measuring lengths and angles as some learners attempted to answer these questions using estimation or indicated they did not have a ruler or protractor. Good practice in drawing questions is using a ruler where one was asked for. This ensures that their diagrams are more accurate.

Learners should be encouraged to write each stage of their calculations leading to their answer. If attempting to change an answer, they should be encouraged to cross out their digits and leave clearly the work they want to be considered. Some learners were seen to cross out their workings on reaching an answer which is not encouraged as this work could have been creditworthy. Others used brackets around work they want to replace, which is ambiguous on questions where the use of brackets may be considered as a mathematical method.

Generally, the digit formation of learners was good in this session. Some learners need to make a clear distinction between their digits 1 and 7, also 4 and 9 which can sometimes be seen as similar. The use of decimal points and commas was consistent for many learners, though in question 13 this was sometimes ambiguous.

Some questions included additional information about how the answer was to be recorded, e.g. writing their answer in its simplest form or giving their answers in centimetres. Learners need to note this key information, so marks are not lost unnecessarily. In some questions, some key words were missing which affected their answer, e.g. write the number of factors, when some answered with the actual list of factors which were not creditworthy. This can be improved with general question practice – either from practising questions or from writing their own questions and thinking about what key words are needed for the answer to be given in a particular format.

Learners demonstrated a developing confidence in Thinking and Working Mathematically (TWM) skills. Learners need to continue to work on these skills in lessons and to develop their reasoning skills, thinking about why the answer is correct and justifying their decision with understanding.

Topics that were well answered:

- Calculating division with a 3-digit integer divided by a 1-digit integer.
- Measuring the radius of a given circle.
- Adding decimal numbers with different numbers of decimal places.
- Plotting a point on a coordinate grid.
- Evaluating statements of probability for a given scenario.
- Converting a percentage into a fraction.

Question 1
Question 2
Question 3
Question 6
Question 7
Question 11(a)

- Interpreting data in a bar chart.
- Estimating an answer to a multiplication of a decimal number by an integer.

Question 14
Question 20

Topics not so well answered:

- Counting the number of faces in a compound 3D shape.
- Deciding the order of operations when completing a calculation using + and $\times$.
- Measuring the size of an angle.
- Exploring multiples of 9.
- Converting an improper fraction to a mixed number and simplifying the answer.
- Exploring the number of factors in prime numbers and results from multiplying two prime numbers.
- Exploring numbers that are divisible by 8.
- Evaluating a statement relating to time differences.

Question 9b
Question 10
Question 12
Question 17
Question 18
Question 26(a) and (b)
Question 27
Question 29

Question 1

Many learners demonstrated a good understanding of division. They used a written method to divide a 3-digit number by a 1-digit number. The lower ability learners were not as fluent with their recall of times tables (there were multiplication calculations seen as evidence of workings) and their process of division where answers of 171 or 111 were seen. They would benefit from further practice and discussion about how this type of division can be processed. Discussion about place value would also help them estimate an answer to see if their final answer is reasonable.

Question 2

This question was well answered. Some learners offered decimal lengths but with a range being accepted, this meant most were acceptable. Learners who were not awarded the mark often gave the diameter as their answer, confusing the language associated with parts of a circle.

Question 3

This question was well answered by most learners. Learners need to ensure they use decimal points consistently in their work as there were some inconsistencies between decimals in this question and commas as thousands separators in other questions. Learners demonstrated different strategies, using column addition (needing to ensure their digits were correctly aligned), and partitioning the numbers (adding 6 and 7 then showing a separate addition of 3 and 28). Common errors included 13.31 where they had incorrectly added the decimal part of the calculation ($0.3 + 0.28$ treated as $0.03 + 0.28$).

Question 4

This drawing question was well answered by many. Some learners were unfamiliar with the shape 'parallelogram' and its properties and drew a triangle, trapezium or irregular quadrilateral. Learners who performed well on this question used the grid of squares correctly and ensured their diagrams were accurate by using a ruler. Some freehand shapes were often out of tolerance from being less accurate.

Question 5

This question required the learners to divide a proper fraction by a whole number. Different strategies were seen dividing the numerator by 2 (those without workings may have mentally calculated this) or writing their question as $\frac{6}{7}$ divided by $\frac{2}{1}$ then converting to $\frac{6}{7} \times \frac{1}{2}$. Some learners equated the $\frac{6}{7}$ to $\frac{12}{14}$ then halved the numerator. Some attempted to convert their final answer to a decimal or mixed number. These conversions were ignored once a correct answer had been seen. Some knew the methods but executed them incorrectly. Using TWM skills in these questions and discussing the process of dividing by 2 will help with efficiency in similar questions.

Question 6

Learners answered this question very well and demonstrated knowledge of plotting coordinates when one value is negative. Incorrect answers seen were those who reversed the coordinates (plotting 2, -1) or those who offered two points and with a choice of answers could not be awarded the mark.

Question 7

This question was quite well answered with many learners being awarded 2 marks or 1 mark. Those not being awarded the two marks often made an error in the first statement when looking at a probability of '2 out of 8'. The final statement 'spinning a 5 is impossible' was the most common correct statement.

Question 8

This question was answered better by the higher ability learners who demonstrated an understanding of 0.5 minutes as 30 seconds. The most common incorrect answers seen were 245 and 290. 245 was calculated by correctly finding 240 (4 minutes) then adding 5 for 0.5 minutes. Some correctly multiplied the 4 by 60 (240) but then misinterpreted the 0.5 as 50 seconds and gave 290 as their answer. There was evidence of learners writing the calculation 4.5×60 and therefore demonstrating an understanding of the conversion from minutes to seconds as being $\times 60$ but often did not find the correct answer.

Question 9

Learners demonstrated some knowledge of 3D shape names but were less confident in discussing the properties of a compound 3D shape.

- (a) Learners who knew the names of 3D shapes were able to describe the given shape as a square-based pyramid, or pyramid. Some incorrect answers were 'triangular pyramid' and 'cube pyramid'. Giving learners the opportunity to explore compound 3D shapes using hands-on apparatus as well as pictorial representations would be beneficial and give them the opportunity to reason their understanding. Some learners knew the name of the shape but were unsure of the spelling of the word. Recognisable misspellings were accepted.
- (b) This part of the question was not well answered by many of the learners. Common incorrect answers were 10 and 11 where they had included one of the joining faces or both joining faces of the cube and the pyramid. This is a misconception about compound 3D shapes, that they produce a new shape and therefore the internal faces are not counted. Having the opportunity to explore compound 3D shapes in real life would benefit the learners.

Question 10

This question was not well answered by many. Learners did not recognise that the multiplication should be calculated first and within the multiplication, 5×2 is 10 which then multiplies by 26 to give 260. The final step is then to add the 5. Other efficient methods were also seen as the example shows. Learners need to be given similar calculations and have discussions about the way they would solve the question mentally. Are there other methods they can use? Which is the most efficient method and why?

A common incorrect answer was 520 – this is from $5 + 5 = 10$ then $26 \times 2 = 52$ and multiplying the 10 by 52 = 520 (not applying BODMAS). Very few written calculations were seen to begin with 5×2 then $\times 26$ before adding 5. Many wrote an answer 265 with no accompanying workings, so may have used this efficient method mentally.

$$\begin{array}{l} 5 + (5 \times 26) \times 2 \\ 5 + (30 \times 2) \\ 5 + 260 \\ 265 \end{array}$$

Question 11

The learners who found this difficult were the lower ability learners. Others performing well on this question converted to equivalent values.

- (a) The conversion of a percentage to a fraction was carried out well by many learners. Some learners converted to $17/100$ and then found the decimal equivalent (0.17). A common incorrect answer was $17/10$ where they had misunderstood percentage being 'out of 100'.
- (b) Learners found the converting of a mixed number to a decimal more difficult. The most common incorrect answer was 0.23. Some learners converted to $23/10$ but then wrote 0.23 or 10.23. Evidence of calculations for finding 23 divided by 10 were seen which often resulted in arithmetic errors.

Question 12

Learners were asked to measure an angle using a protractor. This was answered better by the higher ability learners who used the protractor more accurately. Incorrect responses seen were 34 from using the incorrect scale on the protractor and 154 from counting on from 150 and not from 140. Some attempted to measure the reflex angle. There were some responses indicating a possible estimation of the angle from learners who may not have had a protractor to use.

Question 13

This two-mark question enabled learners to demonstrate their understanding of place value when dividing by 100 and multiplying by 1000. Many learners answered the question well. Those who did not score full marks showed an understanding that when dividing, the number is reduced and when multiplying, it increases. Some attempted the calculations but gave answers such as 456 or 651 000. Workings seen were 'jumps' to show the new position of the decimal point. Those not showing a good grasp of the mathematical skill for this question used a division calculation or multiplication calculation. They often made arithmetic errors with these. Learners need to check that their use of commas and decimal points are consistent for their answers – an example is given where the learner uses the comma inconsistently.

$$4560 \div 100 = \boxed{45,6}$$

$$6.51 \times 1000 = \boxed{6,501}$$

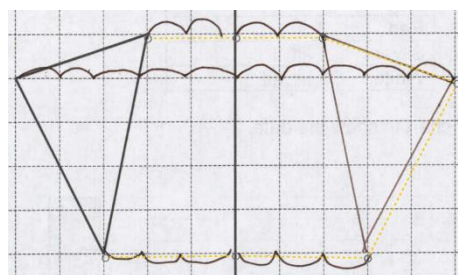
Question 14

This question was very well answered by most learners. The lower ability learners performed better on the first part of the question – drawing a bar into the bar chart – than they did in the second part which required the learner to interpret the information in the bar chart.

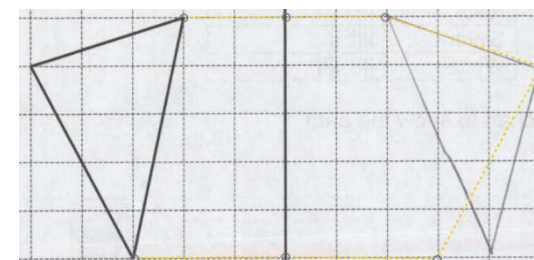
- (a) Good answers were seen when learners took care over the drawing of the bar and attempted to draw a bar of the same width as those given. They drew the top of the bar and then the sides. Some learners misinterpreted the scale and drew the top of their bar between the 7 and 8. Most learners understood how to add the information to the bar chart.
- (b) Lower ability learners performed less well in this question. Common incorrect answers were 9 (from adding the 6 and 3 rather than subtracting) or 6 (from writing how many black cars were in the bar chart). Underlining the key words 'more black cars than red' would help them focus on the comparison between the two numbers that were asked for in the question.

Question 15

This question was quite well answered by many. Common incorrect answers were translations from misunderstanding the word 'reflection'. Learners need to ensure they use the grid carefully as inaccurately placed vertices were not awarded the mark.



It is advisable to draw diagrams in pencil rather than pen so incorrect drawings can be replaced. Some learners made multiple attempts in pen which made awarding the mark difficult. Learners should plot the vertices first and then join these points using a ruler when they are happy these are correct. Some learners demonstrated evidence of counting the distance from the mirror line to the shape (see left), though some errors were sometimes made, this was a good strategy to use. The example on the right shows a learner who did not check every vertex. This response looks correct, but the bottom vertex is incorrect.



Question 16

Learners were asked to compare the sizes of fractions, decimals and percentages and to use the correct symbol to explain this comparison. The first comparison was well answered as both were fractions with the same denominator. They understood the correct symbol ($>$) to use. Many learners considered 0.3 to be equal to 3%. A strategy used for 40% and $\frac{2}{5}$ was to calculate 2 divided by 5, though some thought 40% was then larger (comparing 40 and 0.4). The comparison of 0.3 and 3 for the second comparison may have accounted for errors when writing $<$ for that pair.

Question 17

Many learners found this question difficult. They were to apply their knowledge of numbers that are divisible by 9. Some gave the correct answer of 2 where the digit sum of 4, 2, 3, 9 add to a multiple of 9. Other learners tried different division calculations, working through the different digits they could use until they found a calculation without a remainder. They had not considered the divisibility rules for an efficient approach to the question. Learners need opportunities to explore this learning objective and reason with numbers in the 9 times table to test this divisibility rule in various contexts.

Question 18

Learners approached this question differently. Some used the working space to convert their fraction to a mixed number and then simplified the fraction before writing their final answer in the boxes. Some wrote their fraction without simplifying and then crossed through the original fraction. Some learners simplified the $\frac{33}{12}$ to $11/4$ and then converted to the mixed number. Many converted their fraction to $2 \frac{9}{12}$ and did not simplify the $\frac{9}{12}$ so demonstrating their understanding of converting from an improper fraction to a mixed number but then did not simplify this.

Question 19

This division question was quite well answered by some. Most learners wrote a division calculation, and some checked their answer by using a multiplication calculation. Some learners omitted the decimal point in their answer and recorded their answer as 14, demonstrating an understanding of the process of division but not of the place value in numbers involved. Estimation before attempting the question may have helped these learners understand that 14 was not a reasonable answer. Some learners did not attempt the question and may not have been confident dividing a decimal number (0.84) by a whole number.

Question 20

This question was well answered by many. Learners were expected to answer this question using the efficient method of estimation where all answers were made up of the same digits, but the place value of the digits differed each time. Learners could estimate using rounded values, e.g. $6 \times 20 = 120$ and then see the only reasonable answer was 141.22. Some learners wrote the calculation and only partially calculated the answer, selecting their response for e.g. .22 at the start of their calculation. Learners need more experience answering similar questions, giving them the opportunity to discuss and reason without actually calculating (or checking the answer on a calculator), keeping the focus on the skill of estimation.

Question 21

Some learners answered this question well. They used various methods. 1) Simplifying the multiplication before calculating it. 2) multiplying 35 by 300 and 3) the build-up method, which was seen very infrequently as is shown on the right, calculating 10% to find 30% then 5% and totalling. Learners could be given the opportunity to explore each method and consider which is the most efficient method for them.

$$\begin{array}{r} 35 \\ \times 300 \\ \hline 100 \end{array}$$

$$\begin{array}{r} 35 \\ 3 \times \\ \hline 105 \end{array}$$

$$\begin{array}{r} 105 \\ \hline \end{array}$$

$$\frac{35}{100} \times \frac{300}{1} = \frac{10500}{100}$$

$$\begin{array}{r} 300 \\ 35 \\ \hline 1500 \\ 9000 \\ \hline 10500 \end{array}$$

$$\begin{array}{r} 105 \\ \hline \end{array}$$

$$\begin{aligned} 10\% \text{ of } 300 &= 30 \\ 30 \times 3 &= 90 \\ 5\% \text{ of } 300 &= 15 \\ 90 + 15 &= 105 \end{aligned}$$

Question 22

Some learners answered this question well. They used all the numbers in the question and answered it in stages. $600 - 250$ then $350 + 450$. Some learners gave an incorrect answer of 700 where they had missed the first information that the jug begins with 600ml in it. Underlining the key information is important in these word questions. The key information is 'has 600 ml', 'pours 250 ml out' and 'adds 450 ml more'. Other incorrect answers seen were 1300 (from adding all three numbers) and incorrect answers from an arithmetic error within a correct method.

Question 23

Many learners approached this question well. Calculations of 302×2 were seen. A few annotated the given sequence with 1, 2, 3, 4, 5 above the numbers in the sequence and $\times 2$ after each so recognising the derivation of the sequence. A common error was to divide the 302 by 2 (151). As the term was late in the sequence, learners could not easily continue the sequence to reach the 302nd term but needed to show a better understanding of the position-to-term rule.

Question 24

The learners interpreted data in a scatter graph which presented the age and number of baby teeth the child has. The most common incorrect response was 7 for the age of the youngest child which will have been from misinterpreting the axes and reading the lowest number of baby teeth in error. Other common incorrect answers were 4 (the scale for age began at 4) and 17 (the 5-year-old had 17 milk teeth).

Question 25

Learners approached this question well as the approach of the question may have not been familiar. Learners had to identify the point of rotation rather than draw the rotation from a given point and then give the angle of rotation.

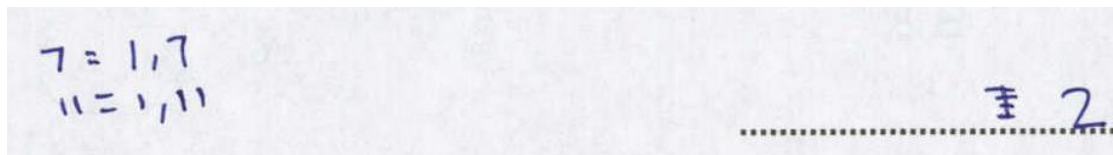
- (a) A significant proportion of the learners did not attempt this part of the question. Sometimes learners marked an 'x' near the correct vertex but not close enough to be unambiguous which vertex they were offering as their answer. Some drew a shape rather than indicate a vertex. Ensuring they know the terminology 'vertex' and 'rotation' is important for this learning objective. The higher ability learners were more successful at identifying the correct vertex.
- (b) More learners attempted this part of the question. The most common incorrect answer was 180. Some learners may have tried to measure the angles around the correct vertex from the answers they gave. Plenty of hands-on practice is needed for exploring rotating shapes from specific vertices and identifying the vertices used in a rotation.

Questions 26 to Question 29 incorporate Thinking and Working Mathematically (TWM) skills. Learners are showing a growing confidence in these skills and need to continue to be given opportunities to discuss their mathematics – to reason and explain – so they have a deeper understanding of the learning objectives.

Question 26

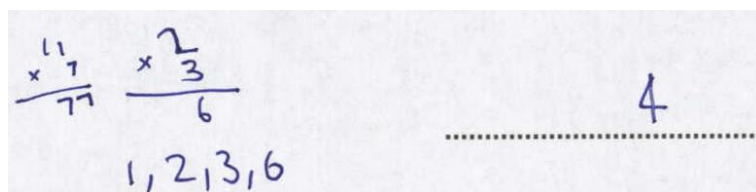
A significant proportion of the learners did not attempt this question which asked the learners to generalise about prime numbers.

- (a) A significant proportion of the learners did not attempt this question. Others listed prime numbers and some listed the factors of a prime number. The question focused on the number of factors. 'Number of factors' was stated in the question stem. Learners may be more familiar with listing factors. It was occasionally seen where the learner had written a prime number and then its factors, e.g. $7 = 1, 7$ and then answer of 2 (see the example).



Handwritten student work for Question 26(a). On the left, the student has written $7 = 1, 7$ and $11 = 1, 11$. On the right, the student has written 2 next to a dotted line.

- (b) A significant proportion of the learners did not attempt this question. Learners needed to generalise on the number of factors when you multiply two prime numbers together. Very few examples were seen where learners had written two prime numbers and multiplied them, producing the factors of the new number, e.g. 5×7 is 35, then 35 is 1, 5, 7, 35 so 4 factors. Learners who did not score in **part (a)**, often did not score in **part (b)**.



Handwritten student work for Question 26(b). On the left, the student has written two multiplication problems: $11 \times 7 = 77$ and $2 \times 3 = 6$. Below these, the student has written the factors $1, 2, 3, 6$. On the right, the student has written 4 next to a dotted line.

Some chose larger prime numbers which produced a product that was difficult to factorise. Learners who were more successful chose a pair of smaller prime numbers, e.g. 2×3 . The example on the left was a learner who found a higher product (77) then changed to smaller prime numbers to produce a smaller product to factorise (6).

Underlining 'the **number** of factors' in both parts of the question stems would have possibly helped learners understand what to do.

Question 27

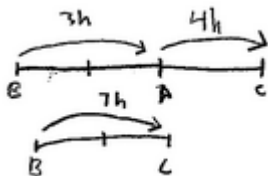
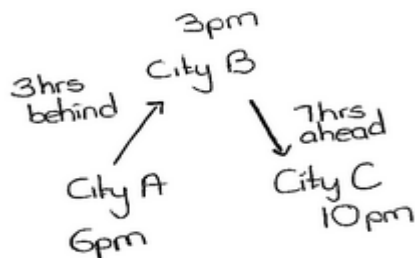
Learners were asked to use characterising TWM skills and identify if statements about numbers divisible by 8 were true or false. Higher ability learners demonstrated a greater understanding. Most learners who scored on the question, were awarded 2 marks. There were very few workings shown – occasionally multiples of 8 were seen. The most common incorrect rows were: 'All numbers that are division by 8 are even' (true), and 'All numbers that are divisible by 8 are factors of 16' (false).

Question 28

This specialising TWM question looked at finding a set of five numbers greater than 0 with a given median, mode and sum. A significant proportion of the learners did not attempt this question. Those who scored on this question were mainly awarded 2 marks. Those scoring 1 mark found numbers with a given mode and median more often than a range and any other criteria. Some included the number 27 in their list of numbers (the sum). Once the numbers were chosen, learners needed to check back to see if their numbers had met the required criteria. Learners would benefit from being given examples of questions with given parameters, i.e. given a set of numbers with missing values to find. As many learners had taken more than one attempt to find the numbers, any order for the numbers was then allowed when awarding of marks.

Question 29

The higher ability learners responded well to this convincing TWM question. They were given a scenario of three cities with time differences between them. Learners had to explain why the statement in the question was incorrect. Those who were successful often draw diagrams in their workings or made notes which they then used to write their explanation. These are some good examples where the learners used these notes to develop their answer.



$$A = 6pm - 3hrs = B = 3pm + 7hrs = 10pm$$

Some other learners also approached the question in this way but made arithmetic errors in their workings, which prevented them from scoring. Other learners explained their reasoning but did not include the required correct time difference or the correct times needed, e.g. stated that City A must be behind City C but did not say by 4 hours. Some learners repeated all the information in the question and were then unsure how to explain what was wrong in the statement, therefore not showing an understanding of the question.

4.2 Cambridge Primary Checkpoint Mathematics 0096 – Component 02

General comments

Learners engaged well with the paper and demonstrated their understanding of the Cambridge Primary Mathematics Curriculum Framework. Most learners attempted many of the questions and the lower ability learners attempted questions towards the end of the paper which was encouraging. There were different approaches seen in response to some of the questions and learners should be encouraged to show their workings for all questions where they are able to as this is a good practice, even on a calculator paper.

Some learners were seen to cross out their workings after the answer had been written. They should be encouraged to leave workings in their responses. Some questions offered part marks for a method, which if the workings had been heavily crossed out, then marks were lost unnecessarily. When making a mistake, learners should be encouraged to cross through their work and rewrite it rather than overwriting digits. Overwritten digits are hard to interpret.

The use of decimal points and commas was not an issue on this paper as only one question involved decimal points, and these were given in the question where a set of decimal numbers were ordered. Digit formation had improved in this session. Some digits, e.g. 1 and 7 were very similar, also 4 and 9.

It was noticeable when reviewing the learners' scripts that many had not used their calculators for the questions involving larger numbers. They should be encouraged to do so. Some learners lost marks where their method was correct but there were arithmetic errors.

Learners engaged well with the Thinking and Working Mathematically (TWM) questions on the paper. They will benefit from additional experience of discussing these types of questions and becoming accustomed to reasoning their mathematical ideas. For the TWM questions where they had to explain their reasoning, learners should re-read their statement in the context of the question to ensure they have answered it correctly and clearly.

It was noted that on occasions key words in a question had been missed. Discussing with learners how to highlight the key information in questions and demonstrating this process would give them the opportunity to find approaches that work when they are working on their own. Showing learners examples where key words had been missed would enable them to see the benefit of this process of checking, see **Question 25**.

Topics that were well answered:

- Identifying the value of a digit in a decimal number.
- Exploring a pattern made by square numbers and working out a given term.
- Finding a common multiple of two numbers.
- Finding a common factor of two numbers.
- Calculating a fraction of a number.
- Understanding that the larger number of trials in a probability experiment produces a more reliable estimate.
- Counting on in steps of constant size – starting with negative numbers and extending into positive numbers.
- Recognising that letters can represent quantities in an addition.
- Finding a missing number within a bracket in a calculation.

Question 1
Question 3
Question 4(a)
Question 4(b)
Question 5
Question 6
Question 10
Question 16
Question 28

Topics not so well answered:

- Formulating a fraction from a given division in a word problem.
- Regrouping a number and expressing it in different ways.
- Explaining a translation and using convincing TWM skills.
- Choosing a suitable representation for data in a given situation.
- Calculating the area of a compound 2D shape.
- Identifying a number that is both a square number and a cube number.
- Showing fractions using the same denominator that meets specific criteria.
- Calculating the surface area of a cuboid.
- Identifying the largest number that rounds to a given integer.
- Completing a 2D shape on a coordinate grid that it positioned at an angle.
- Completing a table of data involving direct proportion.

Question 2
Question 7
Question 11
Question 12
Question 15
Question 17
Question 21(b)
Question 24
Question 25
Question 27
Question 31

Question 1

This question was answered well by some learners. The question looked at the place value of a digit in a decimal number. Some learners selected two values, and the most common incorrect response was '2 hundredths.'

Question 2

This question was not well answered by many of the learners including the higher ability learners. Learners need to explore different scenarios where it gives '_ divided by _' in words, e.g. here it was '3 pizzas divided by 8 people.' The learners needed to identify the fraction. The number of people was given first before the number of pizzas which confused some learners. There were a variety of incorrect answers given including $\frac{8}{3}$, $\frac{1}{3}$ and different numbers of eighths. Some chose another denominator, i.e. 24 or 1000.

Question 3

This question was well answered. Learners explored a pattern using square numbers which was represented in dots. Various methods were seen. Some drew the arrays of dots, others wrote 1×1 , 2×2 , 3×3 , 4×4 then $7 \times 7 = 49$. Some calculated the difference between each pattern: +3, +5, +7 and because the 7th shape was close, they then continued this addition, increasing by 2 each time rather than seeing the relationship between the number of the shape and the number of dots. Learners would benefit from being given other patterns to explore and discuss to find the most efficient way to find a certain term.

Question 4

This question identified multiples and factors of two numbers. Most learners answered this question well. Some wrote more than one answer for each part. All answers given must be correct, for 'a multiple' or 'a factor' just give one. Some learners confused multiples and factors, so did not score on either part.

- (a) This question was to identify a common multiple of two numbers and was well answered by many learners. They used different strategies; one was to calculate $6 \times 15 = 90$ and give 90 as their answer, the other most common answer was 30 (as the lowest common multiple).
- (b) This question was answered well by many learners. Some strategies seen were to write the factors of both numbers, 1×8 , 2×4 , 4×2 and 1×12 , 2×6 , 3×4 then circle the common factors. This is not the most efficient method, although it led to the correct answer. Learners would benefit from discussions around finding a more efficient way to find a common factor, e.g. all numbers have a factor of 1. All even numbers have a factor of 2.

Question 5

$$40 \div 5 = 8$$
$$8 \times 2 = 16$$

This question was answered well by most learners. Lower ability learners found this more difficult and either wrote an answer with no workings or began calculations that they were then unsure how to process. Learners who answered this well used a multiplication calculation (see the example to the right) or calculated 40 divided by 5 (to find 1 fifth) then multiplied their answer by 2 (see the example to the left). Some made arithmetic errors in their methods which meant no marks were awarded.

$$\frac{2}{5} \times \frac{40}{1} = \frac{80}{5} = 16$$

Question 6

Most learners answered this probability question well. Learners needed to recognise that the greater the number of trials in a probability experiment, the more reliable the results would be. A common incorrect answer was Pierre, who had the least number of trials. A discussion about why the larger number of trials is more reliable will enable learners to understand why this is so and to explore experiments themselves where they can illustrate this in real-life examples.

Question 7

This question was not well answered other than by the higher ability learners. The most common mistake was to think 0.051 was equivalent to 1 thousandth. Learners had given the value of the digit in the thousandth's column only. Learners need to understand the meaning of the mathematics symbol '=' and that 0.051 does not equal 1 thousandth but equals 51 thousandths.

Question 8

This question was answered well by many learners. The lower ability learners were less confident when calculating the mean and some gave an answer of 12 (mode) or made errors in their addition but knew the process needed to find the mean. There was evidence that a calculator had not been used for some learners with errors in totalling the ages. Some totalled the ages but then did not divide by 6. Learners should estimate the size of the answer they expect to see – giving an answer of 138 (the total of the ages) would then have indicated that this is not a reasonable answer for an average age.

Question 9

Learners approached this question well. Different methods were seen – the most common was $\frac{2}{8} \times 100 = 200/8$ giving an answer of 25%. Some wrote 100 divided by 8 = 12.5 then $12.5 + 12.5 = 25$. This example demonstrated that the learners recognised the whole shape as 100% and the shape was made up of 8 parts so each part was 12.5%. When methods were shown, learners began by recognising the fraction shaded was $\frac{2}{8}$.

Question 10

Learners performed very well when exploring this sequence that began with negative numbers then continued into positive numbers. Some learners annotated their workings with +6 between each number in the sequence and some with individual calculations for each new number. The most common error was to give –1 and –5 as their answer to the next two numbers.

Question 11

Learners were not confident in explaining a translation. Learners had firstly to decide whether the description of the translation was correct and then explain why it was incorrect. Some learners approached this by drawing the translation of shape A with the original on the grid from the description that Gabriella gave and so demonstrated why the shape A did not reach shape B. Others explained that the shape would be next to or touching shape B, rather than being in the position of shape B. The most common correct answer was to give the correct translation that it should have been 4 left and not 2 left. Learners who did not score on this question gave vague or incomplete explanations that did not include either a sketch or referenced the number needed in the translation to the left. The most common incorrect answer was to say it should be 3 left by counting from the top LEFT vertex of shape A to the top RIGHT vertex of shape B. Learners would benefit from exploring transformations and undertaking activities where they describe these transformations to others.

Question 12

This question was not well answered by many. Learners were asked to select a representation for a given situation. ‘Line graph’ was a common incorrect answer where they may have wanted to plot two lines on the one graph. Others chose ‘frequency diagram’ and fewer selected ‘dot plot’. Learners would benefit from being given opportunities to explore data representations and why the given format is the best one to use. They also need to discuss different data sets and decide which would be the best representation. With experience and familiarity, learners would be able to make more informed selections.

Question 13

Learners demonstrated their understanding of rotational symmetry for given 2D shapes. This question was not as well answered by many learners. Some learners who were awarded 1 mark from the square and trapezium being correct, may have applied reflective symmetry rather than rotational symmetry as they then gave an incorrect response for the first shape. Learners would benefit from exploring the difference between reflective symmetry and rotational symmetry.

Question 14

This question explored a waffle diagram which learners had to interpret. They had to interpret a key and calculate a fraction for one data category.

- (a) Some learners answered this well. Lower ability learners were unsure of the purpose of the key, and some gave answers such as 'Friday' or a number represented by one of the 'squares' in the key, e.g. 24, 46 or 30. Some also gave 100 as their answer as this was the total number of squares. They did not recognise that the first sentence told them there were 1000 people represented.
- (b) This question was well answered by the higher ability learners. They calculated the fraction for one category. A common incorrect response was to give the correct number on Saturday (46) but to write 46/1000 instead of 46/100 for the percentage of the squares on the waffle diagram. Some gave the answer of 46, not turning the amount for Saturday into a fraction of the waffle diagram.

Question 15

Higher ability learners performed well on this question. Other learners did not perform as well but those who did score often showed their working out and were awarded the part mark. The most common incorrect answer was $5 \times 3 \times 9 = 135$ where learners had not divided the compound shape into a rectangle and a right-angled triangle as described in the question. The first example below shows a learner who recorded their complete, correct method. Reaching the correct answer of 21 is awarded 2 marks. The next example shows a learner who recorded their workings and correctly calculated the area of the triangle (6). Even with the incorrect area for the rectangle, a part mark was awarded as it was possible to see the area of the triangle that was included in their answer of 33. The final example is a learner who showed their workings, but their 4.5 for their triangle was an incorrect value. With no evidence of where this is from (should be from $9 - 5 = 4$), the 1 mark for the area of the triangle was not awarded. Some learners measured the missing side with a ruler even though the diagram was labelled 'not drawn to scale.' They then added the sides to reach 21 which was not creditworthy.

$$\begin{aligned} \text{Shape I} &= 5 \times 3 (W \times L) = 15 \\ \text{Shape II} &= \frac{1}{2} H \times W = 3 \times 4 = 12 \div 2 = 6 \\ 15 + 6 &= 21 \end{aligned}$$

$$\dots\dots\dots 21 \dots\dots\dots \text{cm}^2$$

$$\begin{aligned} 9 \times 3 &= 27 \\ \frac{1}{2} \times 3 \times 4 &= 6 \quad \boxed{1} \\ 27 + 6 & \\ \hline & 33 \end{aligned}$$

$$\dots\dots\dots 33 \dots\dots\dots \text{cm}^2$$

$$\begin{aligned} \text{Triangle} &= \frac{1}{2} \times 9 \times 3 = 13.5 \\ \text{Rectangle} &= 5 \times 3 = 15.0 \\ & \quad \quad \quad 28.5 \end{aligned}$$

$$\dots\dots\dots 28.5 \dots\dots\dots \text{cm}^2$$

Question 16

This question was very well answered by most learners. Learners selected a pair of values for two letters in an addition calculation. There were five different solutions. Some learners wrote their values underneath the $A + A + B = 11$ to check their values added to 11. Some errors seen were when only finding two numbers that add to 11 ($A + B = 11$).

Question 17

This question was not well answered by many. Learners did not understand that only one number was to be selected. Common incorrect answers were to select up to 3 numbers: 8, 16, and 36 where they had selected 8 as 2-cubed, 16 as 4-squared and 36 as 6-squared. 1 was not often selected as $1 \times 1 = 1$ and $1 \times 1 \times 1 = 1$. It needs reinforcing with learners that 1 is both a square and a cube number.

Question 18

This question was answered well by some learners. The learners needed to calculate two steps, the number of feet in total and then the number of toes on those feet. Common incorrect answers were from working out the number of toes on the chickens with one foot only ($123 \times 4 = 492$) or the number of feet on the chickens only ($123 \times 2 = 246$). Some learners did not use their calculators for these calculations and though the methods were correct, they made arithmetic errors.

Question 19

This question was quite well answered by some. They used the 6cm sides to identify the angles that were the same in the isosceles triangle. Some learners who gave an incorrect answer tried to use the 6 cm in their calculations and hadn't understood that the length of a side was not needed as part of the calculation to find angle b . Some learners demonstrated the correct method but made arithmetic errors. Others calculated $180 - 75 = 105$ and had not engaged with the triangle being isosceles.

Question 20

This question was quite well answered by some. Learners had to decide if a statement was true or false in a given probability experiment. Learners need to understand the key vocabulary 'certain' and 'possible'.

Question 21

This Thinking and Working Mathematically (TWM) question was not very well answered by many learners. A significant proportion of the learners did not attempt this question. Learners needed to convince through their response that the two fractions could be written using a common multiple of 162 and then to show a different denominator they could use that was lower than 162. Answering with a calculation rather than in words is often more successful in these types of explains questions.

- (a) Learners answered this part of the question better than the second part. They needed to explain and convince that 162 is from 9×18 (or 18×9) or that 162 is a multiple of 18 and 9 (or 18 and 9 are factors of 162). They could also explain that 162 was divisible by 18 and 9. Common incorrect responses were mathematically incorrect statements, e.g. 18 and 9 are divisible by 192 or incomplete answers such as 'you can multiply the denominators together.' The denominators needed identifying to ensure the learner was referring to 18 and 9 and not 4 and 5 (numerators).
- (b) This part of the question asked the learners to SHOW a different way to calculate the fraction addition with a smaller denominator. The TWM skill was improving by selecting a smaller denominator. The learners needed to convert both fractions into fractions using a common denominator less than 162. Some learners used the 162 from misreading the question. Others only converted one fraction or converted the fractions correctly but with different denominators for each, e.g. $8/18$ and $10/36$. There were many acceptable denominators that could be used, multiples of 18 less than 162. A common error was to change the denominator but to leave the numerators the same, e.g. $4/36$ and $5/36$.

Question 22

This question was well answered by some, but the lower ability learners did not perform as well. A common error was to write 0.08, 0.8, 0.78, 0.87 1.8 where the 0.8 and 0.87 were incorrectly ordered. A useful strategy seen was to make all the numbers into numbers with 2 decimal places by adding trailing 0s to 0.8 (0.80) and 1.8 (1.80). Some learners converted all the decimals into percentages or fractions before ordering the original decimals.

Question 23

Some learners answered this question quite well and offered different strategies for solving a question using equivalent ratios.

A common method was to calculate how many oranges for one mango then multiply by 5 to find the number needed for 5 mangos. Others wrote a list of ratios and then added 12 and 3 (see the examples below).

$$12 \div 4 = 3$$

= 3 oranges for 1 mango

$$= \begin{array}{c} \text{m} \quad \text{o} \\ 1 : 3 \\ \times 5 \quad \times 5 \\ \hline 5 : 15 \end{array}$$

15
..... oranges

4 mangos = 12 oranges

2 mangos = 6 oranges ($\div 2$) 15 oranges

1 mango = 3 oranges ($\div 2$)

12 oranges + 3 oranges = 15 oranges

These successful learners demonstrated that using a structured calculation helps to work through the ratio to reach the correct answer.

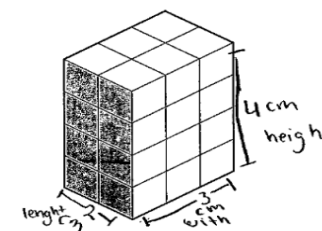
A common incorrect answer was 13 where they saw $4 + 1 = 5$ mangos, so they calculated $12 + 1 = 13$ for the number of oranges and had not understood the ratio involved.

Question 24

Higher ability learners answered this question well. They knew the difference between calculating surface area and volume. Other learners were less successful, and the most common incorrect answer was 24 which was the volume.

Successful learners recorded their calculations for the three different faces then multiplied by 2 (pairs of faces) to give the surface area of the cuboid. Some learners calculated the surface area of only some of the faces and so their method was incomplete. This was evident for an answer of 26 where only the surface area of the visible faces had been calculated (one of each different sized face).

Learners need to be encouraged to show their workings for these questions so they can check their calculations when they check their work. It is also good practice to show calculations for later mathematical studies and assessments when marks will be awarded for the steps within a solution.



Calculate the total surface area of the cuboid.

$$\begin{aligned}
 Sa &= 2(l \times w) + 2(l \times h) + 2(h \times w) \\
 Sa &= 2(2 \times 3) + 2(2 \times 4) + 2(4 \times 3) \\
 Sa &= 2(6) + 2(8) + 2(12) \\
 Sa &= 12 + 16 + 24 \\
 Sa &= 52
 \end{aligned}$$

..... 52 cm²

Question 25

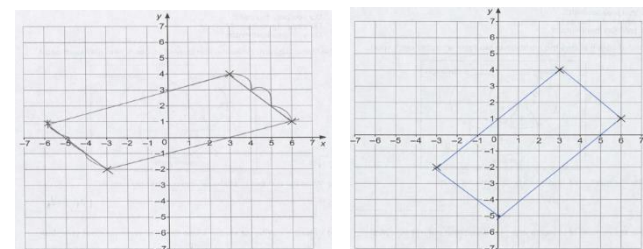
This thinking and working mathematically (TWM) question involved specialising where the learners had to find the unrounded number from a description of rounding. The question was not well answered by many learners though some showed an understanding of rounding by selecting a possible number. They often chose a number that rounded to 7 but was not the largest possible number. There was evidence from the scripts of learners re-reading the question and changing their answer from any number rounding to 7 (e.g. 6.5) to the largest number (7.4). Re-reading the question and checking their answer is a good strategy and should be encouraged.

Question 26

This question was answered well by some learners. Learners had to identify the nets of a square-based pyramid and select the one that is **not** a net. Some learners did not read the question carefully and selected those that were nets. Highlighting the key words in questions is a good strategy to ensure they are answering in the correct way and also taking note of the words in bold in each question.

Question 27

This question was only answered well by the higher ability learners. They were to complete the rectangle by drawing in the 4th vertex. Some learners joined the given vertices to start the shape and then added in the 4th vertex. The shape being placed at a diagonal confused some learners who did not give the rectangle right-angles in their answers (see the first example). The correct vertex was on the y-axis but learners wrote the coordinate for the point (1, -5) not (0, -5). Learners need more experience at working with shapes that are at an angle on the coordinate grid. The correct answer is shown in the 2nd example.



Question 28

Many learners answered this question well. The question used BODMAS and a number was missing in the bracket. The total of the bracket was 5 ($\quad - 7 = 5$). ☐ Some learners wrote 2 as the missing number ($2 - 7 = 5$). Some learners attempted a trial and improvement method to find the missing number which was not the most efficient method. Learners would benefit from having discussions on similar questions and explaining the best way to solve the number problem.

Question 29

This question was answered well by the higher ability learners. The information was organised into a 3-category Venn diagram which the learners had to interpret.

- (a) A common incorrect answer for this part of the question was 11 where they had added 6, 2 and 3 and not included the 3 from those who played none of the three sports. 3 was also a common answer from selecting those who only play football. Reading the key words in the question is important, i.e. 'do not play football'. Learners may benefit from gently shading the area they need to consider then adding the values in that area or by circling the values not in the football circle.
- (b) The common incorrect answer was 16 where the learners had added 3, 4, 6 and 3 as the numbers not playing volleyball and 13 (adding 3, 4 and 6). Identifying the correct areas of the Venn diagram before adding the values would have helped learners identify the correct number.

Question 30

A significant proportion of the learners did not attempt this question. The higher ability learners attempted this question well. Other learners found the question more difficult. This Thinking and Working Mathematically (TWM) question looked at finding a number to make a subtraction result in a number greater than the number at the start. This assessed learners' understanding of how to subtract a negative number as subtracting 0 or any positive number would result in a number the same as or less than 14, not greater. A common incorrect answer was 0.

Question 31

A significant proportion of the learners did not attempt this question and those who attempted it did not answer it well. Learners needed to complete a table where the values are in direct proportion. Many saw the table as having number sequences involving addition not as having loaves and bread rolls in direct proportion so needing multiplication (see the first example). They did not begin with working out the relationship between 50 and 20 (20×2.5) and apply it to check 30 and 75 ($30 \times 2.5 = 75$) – see the second example. Some learners were seen to work out the number of loaves in 10s (see third example). The learners were given two sets of data by which to work out and check their reasoning. Learners need more experience of these types of questions and the opportunities to reason their mathematical thinking.

Day	Number of loaves	Number of bread rolls
Monday	20	50
Tuesday	30	75
Wednesday	70	130
Thursday	75	150

Day	Number of loaves	Number of bread rolls
Monday	20 $\times 2.5$	50
Tuesday	30	75
Wednesday	70	175
Thursday	60	150

Day	Number of loaves	Number of bread rolls
Monday	20	50
Tuesday	30	75
Wednesday	70	175
Thursday	60	150

20 50
30 75
40 100
50 125
60 150
70 175

Question 32

This Thinking and Working Mathematically (TWM) generalising question assessed the properties of different types of triangles. The learners had to identify if each triangle type could have a right angle. No illustrations were given so this relied on their knowledge of each different triangle and its properties. Many learners from all different abilities attempted the question. Those achieving 1 mark more commonly identified the scalene and equilateral correctly.

Fewer learners than expected sketched the different triangles to explore the angles. This learner recorded their reasoning when selecting their answers and was a good example.

Type of triangle	Always	Sometimes	Never
Right-angled	✓		
Equilateral			✓
Isosceles		✓	
Scalene		✓	✓

90° Δ
60° only Δ
90° + 2 45° Δ
2 Δ

But As if a scalene triangle has a right angle, it becomes a right angle triangle.

[2]

5 Cambridge Primary Checkpoint Science 0097

5.1 Cambridge Primary Checkpoint Science 0097 – Component 01

General comments

Learners demonstrated a good understanding of many areas of the framework, answering recall questions well. Areas where they showed particularly good understanding and knowledge were the names of different organisms which can cause disease and the planets in the Solar system, along with identifying the circulatory system and the function of the heart. Learners also demonstrated the ability to interpret the information provided within the question to select the correct choice of answers provided, and to accurately read the scale on a line graph. Areas of the framework where there could be more focus are the identification of the dependent and control variables in an investigation, how to accurately draw light ray diagrams using a ruler, and being able to explain what property of thermal conductivity means.

Question 1

- (a) Most of the learners selected the correct two statements about ways that Oliver could avoid getting food poisoning again. The most common statement incorrectly selected was the statement about always drinking water with food.
- (b) This question was answered correctly by many of the learners. Some of the learners provided answers about good hygiene and methods to reduce the spread of the bacteria rather than what the stomach produces to kill the bacteria.
- (c) Many of the learners provided correct answers to this question. A few of the learners stated bacteria however this was the example provided in the stem of the question. Other incorrect answers provided examples of bacteria, viruses or fungi, but the question asked for them to provide examples of types of things that can cause disease.

Question 2

- (a) Some of the learners correctly answered needing to use a measuring cylinder to accurately measure the volume of water. Many of the learners discussed using measuring cups or beakers, which would not provide as accurate a measurement.
- (b) Good answers to this question illustrated that the main risk of this experiment was getting burnt, although other sensible risks about the Bunsen burner falling and leading to the surroundings catching fire, or the hot water spitting were also accepted. Some of the learners described how to reduce the risk without identifying the risk, such as wearing safety goggles or having adult supervision.
- (c) Most of the learners answered this question correctly.
- (d) Many of the learners correctly selected property as being described in the sentence. Common incorrect selections were reaction and product.

Question 3

- (a) Some of the learners showed good understanding of this area of the framework and selected the third option to describe the electrical circuit provided as being a series circuit with bulbs of the same brightness. Some of the learners selected more than one sentence, choosing both the option of a parallel circuit with lamps of the same brightness, and a series circuit with lamp 1 brighter than lamp 2.
- (b) Many of the learners answered this question correctly, whilst some of the learners drew the correct symbols but then described the closed symbol as being off and the open symbol as being on.
- (c) Some of the learners correctly described that the buzzer would make a noise when connected in a complete electrical circuit. Some of the learners described what would happen to the brightness of the lamps. Although it was not intended for the buzzer to be added to the electrical circuit in the first part of the question, answers of the lamps getting dimmer were credited. Some of the learners thought that it was a type of switch and what would happen if it was a switch.

Question 4

- (a) Some of the learners provided good answers to this question, describing the wind picking up the sand and blowing it against the rock causing it to break. Some of the learners did not make it clear if they were discussing the sand or the rock in their answers, which they needed to.
- (b) Most of the learners thought of suitable examples where water erosion may occur.

Question 5

- (a) Many of the learners correctly identified the system as being the circulatory system, with the most common incorrect answer being the respiratory system. Most of the learners correctly stated the function of the heart being to pump the blood around the body, whilst some of the learners described the function of the heart as being to transport the blood around the body, which is the role of the blood vessels rather than the heart.
- (b) Many of the learners correctly identified blood vessel Y as being a vein, as it is returning blood to the heart. A few learners thought it was an artery, and some thought it was a capillary.

Question 6

- (a) This question was answered correctly by most of the learners.
- (b) Many of the learners showed good graph plotting skills and correctly drew the positions of the bars for iron and zinc. The most common incorrectly drawn bar was for zinc, where the learners plotted it at 18 electrical conductivity units, rather than 17. A few of the learners did not complete this question.
- (c) The learners who provided good answers to this question showed that they understood thermal conductivity as being a measure of a materials ability to conduct heat. Some of the learners repeated the information provided within the stem of the question or continued to discuss electrical conductivity from the previous parts of the question.

Question 7

- (a) Some of the learners correctly drew straight lines, with a ruler from the lamp to the computer screen, so that it touched both the lamp and the computer screen and then drew a line from this point to the eye, so that it was touching the eye. They also included arrows showing the correct direction of the ray throughout. Some of the learners did draw good diagrams of the rays but included arrows going in the wrong direction or arrows were not included to show the direction of the ray. Other incorrect diagrams showed the lines meeting at a point in front of the computer screen and some of the learners did not draw straight lines with a ruler.
- (b) Learners that provided good answers to this question showed a good understanding of the light from the lamp being reflected from the computer screen into the eyes of Safia. Some of the learners discussed the lamp being reflected from the computer screen into her eye rather than the light from the lamp. Some of the learners discussed the light from the computer screen being reflected on the lamp which was the wrong direction.

Question 8

Many of the learners correctly identified the rocks for B, E and G. Of the learners that did not many achieved one mark for identifying E as being an igneous rock.

Question 9

- (a) Many of the learners correctly counted the dots to determine the amount of toxic substance in the water plant and in the small fish. Some of the learners then correctly calculated that the small fish contained three times more of the toxic substance than the water plant. Many of the learners calculated this as being 8 as they subtracted 4 from 12 rather than dividing 12 by 3.
- (b) Some of the learners provided good answers to this question, showing how the toxic substance would move through the food chain to get to the bird. Some of the learners just described the bird eating the large fish and did not explain why the toxic substance was in the large fish. Some of the learners described the toxic substance moving through the food chain, but did not state how, for example through consumption or eating.

Question 10

Many of the learners selected the first two options as being the correct characteristics of gases. The most common incorrect answer was gas having a fixed volume.

Question 11

- (a) Many of the learners correctly selected calcium carbonate as being a reactant in the experiment described in the question. The most common incorrect answer selected was carbon dioxide.
- (b) Some of the learners explained that there was a loss in mass as gas was formed. Some offered further explanation that the gas had escaped the test tube. Many of the learners just discussed evaporation which was not what was happening in this experiment, it was showing a chemical reaction leading to the production of a gas, which when it escaped decreased the mass in the test tube to show that gases have mass. Other learners described melting having occurred.



Question 12

- (a) Many of the learners correctly identified that in this scientific experiment the scientific enquiry being used was observing over time by the increase in height of the boys being measured every year.
- (b) Some of the learners correctly identified the dependent variable as being the height, as this is what was being measured during the investigation. The most common incorrect answer was the age of the boys. Some of the learners repeated information from the stem of the question rather than select the correct variable.
- (c) Some of the learners stated appropriate control variables, either as the boys, as only boys were used in the investigation or the time when their height was measured. Some of the learners repeated information from the stem of the question rather than select the correct variable. The most common incorrect answer was age.

Question 13

- (a) Learners demonstrated good knowledge of this area of the framework with many stating the planets correctly in the correct order. Some of the learners knew the correct planets but stated them in the wrong order.
- (b) Some of the learners drew the orbit around Jupiter for its Moon correctly. Some of the learners only drew the moon and did not show its orbit. Some of the learners did not answer this question.

Question 14

Some of the learners correctly answered both parts of this question. Some of the learners correctly stated that Chen was holding a fossil or ammonite however they did not correctly describe what would happen to the sediment. Some of the learners described the sediment replacing the bones of the animal rather than covering or burying the dead animal. Minerals replacing the hard shell of the animal was discussed in the next sentence.

5.2 Cambridge Primary Checkpoint Science 0097 – Component 02

General comments

Learners displayed a good understanding of many areas of the framework answering recall questions well. Areas where they showed particularly good understanding and knowledge were identifying the respiratory system and the process of boiling. The learners also showed that they could interpret the information provided within the results table to select the correct answer and transfer results into a results table provided to them, as well as accurately recording the temperature on a thermometer. Areas of the framework where there could be more focus are the identification of the independent and control variables within an investigation, and the use of particles to describe what is happening during the process of dissolving.

Question 1

- (a) Many of the learners correctly identified the system shown as being the respiratory system and that the gas was oxygen. The most common incorrect answer was carbon dioxide for oxygen.
- (b) Some of the learners showed good knowledge of this area of the framework and described the role of the mucus as a defence mechanism, with some learners going further describing the mucus trapping bacteria or viruses preventing them from entering the lungs.

Question 2

- (a) Many of the learners correctly selected state to complete the sentence. A few learners selected product.
- (b) Some of the learners carefully drew diagrams showing eight particles closer together but not touching in an irregular pattern. Some of the learners drew fewer or lots more than eight particles and some of the learners drew the particles arranged in a regular formation.

Question 3

- (a) Many of the learners accurately transferred the information correctly into the results table.
- (b) This question was answered well by many of the learners. Learners who did not achieve the mark tended to discuss the electricity inside the wires rather than the lamp getting too hot.
- (c) Many of the learners correctly drew a parallel circuit showing the three lamps in parallel. Some of the learners drew three lamps in a series circuit. Some of the learners included extra symbols which were ignored.

Question 4

- (a) Some of the learners correctly identified the phase of the Moon shown as a full moon. The most common incorrect answer was new moon.
- (b) Some of the learners showed a good understanding of this area of the framework and correctly placed the remaining phases of the moon in the correct order. Some of the learners thought the correct order was BEG or GEB and some of them included phases which had already been placed in order in the question.

Question 5

- (a) Many of the learners used the information provided within the stem of the question to interpret the correct proportions of liquid and air inside the models of eggs A and C. It was easier to mark when the learners drew the proportions in the orientation shown in the question in egg B whilst some of the learners drew the lines to show the different proportions horizontally rather than vertically. Some of the learners did not draw anything inside the eggs so this was presumed to have not been answered by the learners.
- (b) Learners who provided good answers to this question appreciated that the question was asking them about an object rather than an egg. Many of the learners continued to discuss what would make an egg float or sink, such as freshness of the egg, or repeated information from part a about the amount of liquid or air inside the egg, or repeated the information given to them about mass in the stem of the question. Good answers to this question discussed either how shape or size, including surface area, may affect the floating or sinking of an object.

Question 6

Many of the learners correctly identified the melting ice as a physical change. There were a variety of different incorrect responses and some of the learners ticked more than one box, which sometimes included the melting ice and sometimes it did not, with learners selecting the decaying fruit and the burning wood.

Question 7

Some of the learners displayed a very good understanding of this concept and some provided higher level answers, which were credited but were not expected. The most common correct answer was that the process of refraction was occurring. These learners often did not follow through their answer to describe what was happening to the light ray for the insect to appear at position A rather than being at position B. To be credited with the light or ray changing direction the learners had to be clear in their answer that they were discussing the light or the ray rather than just the insect's position changing direction. Some of the learners thought that the light ray was being reflected from the surface of the water.

Question 8

- (a) Some of the learners correctly interpreted the information about the experiment to identify the independent variable as the type of material. The learners had to be clear in their answer that it wasn't just the sand, but the sand was changed to mud and clay. Learners found it easier to identify one of the control variables, with the most common control variable identified being the mass of the material used, or the time left for the wet material to dry. Some of the learners repeated information from the stem of the question rather than select the variables.
- (b) Some of the learners correctly selected heating as the process needed to change sedimentary rock into metamorphic rock. There were a variety of different processes selected by the other learners.
- (c) Some of the learners provided good descriptions of how metamorphic rock can be changed into igneous rock, describing the need for melting and cooling. Some of the learners only stated heating and cooling, whereas the mark required melting, or turning the rock into magma or lava, followed by cooling or solidification or crystallisation. Some of the learners described needing heat and pressure, which are the conditions needed for the formation of metamorphic rock.

Question 9

- (a) Many of the learners correctly wrote out one of the two possible food chains from the food web, which included three living things, with the arrows drawn in the correct direction. Some of the learners did identify the three living things, but did not draw them as a food chain, with the arrows drawn between the living things but separated them using commas. Other learners drew both food chains, initially starting with the plant and the koala, and then a double arrow pointing to the dingo and the eagle, which did not achieve the mark, as it is not a food chain.
- (b) Many of the learners correctly circled herbivore and consumer as two words to describe the kangaroo in the food web, Common incorrect answers were carnivore and predator, showing a misunderstanding of these words.
- (c) Some learners showed a good understanding of this area of the framework and named the energy source for the food web as the Sun or sunlight. The most common incorrect answer was the plants. The plants are the producers of the food chain, and their role is to incorporate the energy of the sunlight into the food chain.

Question 10

- (a) Most of the learners correctly used the information in the table to select the brown soil as the best soil colour for plants to grow in, showing that they had read the information asked in the question and then matched the correct the soil colour to the requirements of the plants, needing air and water to grow well. Some of the learners selected either yellow or grey colour as the best soil colour for the plants to grow.
- (b) Some of the learners provided good suggestions about why sand in the yellow soil would cause the water to leave the soil easily, with the most common correct answers either describing sand as having large particles, or large air spaces through which the water can drain.

Question 11

- (a) Some of the learners correctly identified the process which was occurring in the question as being dissolving. The most common incorrect answers were mixing, which was insufficient or a chemical reaction or melting, which were incorrect. The question described the solid disappearing in the water when added to the water and was testing the area of the framework where the learners understand that when a solid dissolves in a liquid it disappears.
- (b) This question asked the learners to use ideas about the particle model to answer this question and good answers to this question clearly stated the movement of the solid particles, so they spread between the water particles, or the solid particles being surrounded by the water particles. Answers which did not refer to particles or make it clear they were discussing the spreading of the solid particles were not awarded the mark.
- (c) This question asked the learners to use ideas about the particle model to answer this question and good answers to this question clearly stated solid or water particles moving faster or the particles gaining energy. Some of the learners just stated that the particles would dissolve faster but did not explain why. Answers which did not refer to particles were not awarded the mark.
- (d) Most of the learners accurately recorded the temperature shown on the thermometer. The most common incorrect readings were 35 °C or 47 °C.

Question 12

- (a) Some of the learners provided good answers to this question, clearly showing their understanding of this area of the framework and that the cyclist would move towards direction B as there was a greater force in this direction. Some of the learners described the cyclist getting faster, which was an additional marking point. Some of the learners just described that arrow A had a force of 75 N and arrow B had a force of 150 N but they did not then use this information to state the direction that the cyclist would move or that the force of 150 N was greater than the force of 75 N. Some of the learners incorrectly identified which forces direction A and B were showing, with some describing direction B as being friction.
- (b) Many of the learners provided suitable words to complete the sentence, with the most common incorrect answer describing N as being the unit for mass and kg being the unit for weight.
- (c) Some of the learners correctly interpreted the force diagram in the question by drawing a downwards arrow to show gravity and appreciating that if gravity was 300 N then the arrow they drew needed to be longer than the arrow showing 150 N in the diagram. There were a variety of different responses to this question, with many of the learners drawing arrows for gravity in the wrong direction, whereas other learners showed that they understood that the force of gravity acts downwards but they did not draw their arrows long enough for it to represent 300 N.

Question 13

- (a) Some of the learners correctly selected the words slower and lower, in that order to complete the sentences about evaporation. The most common incorrect answer was higher, where learners thought that evaporation happens at temperatures higher than boiling point.
- (b) Many of the learners showed good understanding about the process of boiling and identified two ways that the diagram showed that boiling was occurring, with the most common answers being the formation of bubbles and the production of steam. Some of the learners provide very good answers describing the bubbles being formed throughout the water, achieving both marks. Some of the learners misinterpreted the bubbles as being particles in the water. Some of the learners discussed evaporation occurring which did not achieve a mark as evaporation occurs at all temperatures not just at boiling point.

6 Cambridge Primary Checkpoint Global Perspectives 0838

6.1 Cambridge Primary Checkpoint Global Perspectives 0838 – Component 1

Key messages

- Many learners and teams would benefit from being provided with more guidance on what they should do during the Team Project, and on how they should document this in the Team Report, the Evidence of Action and the Personal Reflection. Teachers can make themselves aware of what support and guidance they can offer learners by referring to the 'Role of the Teacher' section of the Checkpoint Instructions document, which is available for download at **primary.cambridgeinternational.org/global-perspectives-0838**. Successful outcomes for teams and learners depend a great deal on the extent to which teachers inform and support them throughout the Team Project. One of the most effective ways of supporting learners and teams in their preparations for the Team Project is to share with them the assessment criteria for the Checkpoint. These are also available in the Checkpoint Instructions document, but may need to be rendered in more child-friendly language to make them accessible to learners.
- It is clearly very challenging for learners and teams to deal with the demands of the Team Project if this is the first occasion on which they have worked on such a project. To ensure more positive outcomes for their learners, teachers are urged to provide them with every opportunity to engage in teamwork activities such as planning and carrying out actions collaboratively, and to allow them to reflect on the experience, before attempting the Checkpoint. Ideally, learners and teams would take part in a 'mock' Checkpoint before participating in the real thing.
- One common observation by learners in their Team Report and Personal Reflection is that they did not have sufficient time to complete their project. While this issue may arise partly as a result of over-ambitious planning by teams, or lack of a clear goal for their project, it may also be the case that centres underestimate the amount of time learners and teams need in order to meet all the requirements of the Checkpoint.
- Although teams should be given every encouragement to carry out the course of action they have planned, the safety and well-being of the learners must be the top priority. Teachers should be aware of the actions teams intend to carry out, make sure they know how, where and when they will be carried out, and do their utmost to ensure that responsible adult supervision is available at all times.

General comments

Assessment Objective 1 Research, analysis and evaluation

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

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

(i) *'justify the issue chosen'*

Most teams choose to focus their Team Project on an issue of local relevance, although the issues chosen often have a global dimension. Where teams are allowed relative freedom to choose an issue of interest to them (which in most cases is because of its local relevance), they tend to find more to say to justify their choice than when the issue has been chosen for them by others.

The choice of an appropriate issue is often fundamental to success in other key areas of the Team Project. Where an issue of little local relevance is chosen, teams may struggle to set themselves a goal that is achievable and to plan a course of action that will make a positive impact on the issue locally. Teachers can be pro-active in this respect; as stated in the Checkpoint Instructions (page 4), one role of the teacher is 'to support each learner and team in their initial preparation to... identify a suitable local issue and set a goal related to this issue'.

By encouraging teams to reflect fully at the beginning of their project on why they have chosen their issue, teachers can also help learners to identify and explore their personal perspectives on the issue, which will be helpful to them when they later come to reflect on how their personal perspective has changed or developed during the project (see comments on Personal Reflection, below).

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

Teams that choose issues of local relevance are often able to use primary research in the form of surveys, questionnaires or interviews in order to identify and explore a range of different perspectives relating to their issue. The subjects of this research are often their classmates or members of the school community, but may also include family or other representatives from the wider local community. The findings gleaned from this research may help teams to decide on an achievable goal, and can also help them to plan a course of action that will make a positive difference to their issue locally.

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

Teams may need the support of the teacher when it comes to deciding on a single, achievable goal for their Team Project. There is sometimes a tendency for teams to set themselves a number of different goals, some of a more practical nature than others, but this should be discouraged, as it often then makes it difficult for the team to plan an appropriate course of action. The more focused the team's goal, the easier it becomes for the team to identify actions which will help them to achieve that goal. Early intervention by the teacher can help teams to avoid setting themselves disparate goals that it is not within their means to achieve.

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

The ability of teams to provide a detailed account of their course of action depends a lot on how far they have been able to plan and carry out actions that are designed to achieve the goal they have set for themselves. Most centres now recognise that, while research of various sorts can be part of the team's action, such research on its own does not constitute a course of action that is designed to improve, change or resolve the local issue chosen by the team, and nor is it sufficient for teams simply to plan a course of action without actually carrying it out.

Teams that have not had the opportunity to carry out their course of action will struggle in particular to evaluate its strengths and limitations. However, even when a team has carried out a course of action, their evaluation of it may sometimes focus attention on factors which are extrinsic to the course of action itself (for example, those things which fall outside the scope of their planning, such as how the project was impacted by the absence of certain team members) rather than discussing how successful the action was in enabling them to meet their goal. When evaluating the strengths of their course of action, teams can ask themselves 'What did we plan that went well? Why did it go well?'; when evaluating its limitations, they could ask 'What did we plan that could have been better? How could it have been better?'

General observations on the Team Report

The Team Report should be the result of a collaborative effort by the team. Each team should submit a single document. Therefore, the same mark for the Team Report must be awarded to all members of the same team. To ensure that the Team Report represents the views of the team, it is better not to allow the writing of the report to be delegated to one of its members working in isolation from the rest of the team.

Teams can write reports up to 500 words in length. Not many teams use all of this allowance, although they are more likely to do so when the report is the result of team collaboration, with all team members contributing ideas, rather than being produced by just one individual member of the team. Many centres provide teams with a set of headings (based on the four criteria listed above) to use as a writing template, and this is clearly helpful as a way of structuring the report and ensuring that teams include all the relevant content.

One reason why teams do not always achieve higher marks for the Team Report is that content is misplaced. This is most commonly seen when learners include content in their individual Personal Reflections (for example, justifications for the team's choice of issue, or detailed accounts of the team's course of action), which should appear in the Team Report. Such content cannot be credited when it appears in the Personal Reflection, and will not gain the learner extra marks, but it would have earned the team a higher mark if it had appeared in the Team Report.

(b) The **Evidence of Action** is assessed using the following criterion:

(i) *'course of action'*

Teams present evidence that shows them engaged in preparing for and taking part in their course of action. Where teams have set themselves a clear goal focused on a local issue, it is generally easier for them to show how their actions relate to achieving that goal.

At some centres, it appears from the Evidence of Action that each team is expected to plan their course of action to follow the same pattern, which results in each team producing the same type of evidence (for example, each team designs a poster to a similar design, or writes and performs a short skit related to their issue). Sometimes this can work to a team's advantage, but where teams have set themselves different goals focused on a variety of local issues, then this approach may unduly constrain those teams that might otherwise have planned a course of action more appropriate to the goal they have set.

For further comments relating to the Evidence of Action, see Assessment Objective 3 (Communication and collaboration).

Assessment Objective 2 Reflection

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

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

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

Some learners did not give a clear or well-reasoned explanation of how their perspective on the issue chosen by their team had changed or developed as a result of participating in the Team Project. One possible remedy for this would be to provide sufficient opportunity for learners to reflect on their personal perspective at the beginning of the project, rather than leaving it to the end. Often learners who described a change in their thinking on the issue struggled to explain what it was that they had learnt or experienced that brought about such a development.

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

Learners were often much more articulate when it came to describing how their participation in the project had brought about changes in the way they worked with others, or carried out their research, etc. Very few learners explained how their behaviour in relation to their team's chosen issue had changed as a result of participating in the project (for example, how they now avoid single-use plastic items as a result of taking part in a project focusing on plastic pollution in their local environment). Once again, this might in part be remedied by giving learners the opportunity to reflect on their behaviour related to their chosen issue at the beginning of the project.

(iii) *'reflection on personal contribution to teamwork'*

Many learners simply described what they had done as a member of their team during the project, rather than evaluating their contribution in terms of how it had helped the team to achieve its goal. Those who managed to evaluate their contribution often struggled to do so in a way that balanced both its strengths and limitations. One remedy for this might be to ensure that teams clarify the role of each member when planning their course of action, which it is easier to do when the team has set itself a clear goal.

(iv) *'reflection on experience of teamwork'*

While some learners demonstrated an impressive ability to give a balanced discussion of the benefits and challenges of teamwork, others struggled to do more than give a narrative description of their dealings with other individual team members during the project. It is important that learners understand the need to evaluate their experience rather than just describe it, and to do so in more than just personal terms. Learners who have consistently worked in teams prior to the Team Project, and who have also been given the opportunity to reflect on their experiences, will be better positioned to address this assessment criterion.

General observations on the Personal Reflection

As with the Team Report, few learners use their full allowance of up to 450 words when writing their Personal Reflection. Some learners struggle to structure their writing and to focus on the assessment criteria listed above. Few learners manage to address each of the four criteria in equal measure. Each of these issues can be addressed by providing learners with scaffolding for their writing. Some centres achieve this by providing learners with a set of sub-headings based on the assessment criteria to use as a template; others direct learners to devote a paragraph to each of the criteria. At the very least, learners should be given clear guidance on what to write about in their Personal Reflection, something which can be best accomplished by sharing the relevant assessment criteria with them. Learners also need to be made aware that the Personal Reflection should do more than simply give a narrative account of their Team Project.

Learners should always be encouraged to present their own work in their Personal Reflections. Work copied and pasted from other sources, or generated by AI, is unlikely to address the assessment criteria for this document, and will therefore not achieve high marks.

Assessment Objective 3 Communication and collaboration

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

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

(i) *'communication of action'*

Teams present evidence to show how they have communicated a message or action related to the goal they have set. For higher marks, teams show how their research findings have supported the message or action they have communicated. This could be shown, for example, by presenting evidence that demonstrates how posters or fliers containing their research findings have been displayed or distributed, or by recording a presentation during which research findings are shared with an audience.

Although the posters and fliers they have designed, or the slideshow they have created to show during a presentation, can form an important part of a team's evidence, it is even more important that the team provides further evidence to show how such items were used to communicate their message or action to an audience in the ways described above, in order to achieve higher marks.



General observations on the Evidence of Action

Most teams now present their evidence, whether it is photographic images, videos, audio files or digital artefacts they have created (posters, fliers, slideshows, etc.) in a single document format (for example, a Powerpoint or PDF file). The advantage of this over submitting each item as a separate file is that it allows teams to order their evidence in a coherent manner (for example, in a chronological sequence), and also to add captions that provide useful contextualisation. Please note that if a team has created an online digital artefact (a website, for example), they should present screenshots as evidence rather than providing hyperlinks.

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

The Evidence of Action is where teams' enthusiasm, and their commitment to their projects, becomes most apparent. It shows that, through their actions, many teams make a very real difference to the local issue that they have chosen to focus on, and that learners derive a great deal of pride and joy from what they have accomplished. Centres are congratulated on the opportunity they have given their learners to take part in the Team Project, and on the support they have provided. From what learners say in their Personal Reflections, it is also clear that many see this as a transformational experience, and one which allows them to develop skills that they will carry with them into the future.

Administration of Checkpoint

Centres are now familiar with submitting their marks and coursework to the Submit for Assessment site, and general administration of the Checkpoint was carried out efficiently by most centres. However, the following section sets out some guidelines for 'best practice' when it comes to using the platform.

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

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