

Cambridge Primary Checkpoint End of Series Report

May 2026

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Introduction

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

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

For each syllabus the following information is provided:

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

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1 Cambridge Primary Checkpoint English as a Second Language 0057

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

Key messages

Candidates performed well on **Questions 1, 2, 3, 4, 5, 6, 9, 11, 12, 14, 15, 16** (especially), **17, 18, 22, 24, 26, 27, 29, 33, 34**.

Candidates performed less well on **Questions 7, 8, 10, 13, 19, 20** (especially), **21, 23, 25, 28, 30, 31, 32** (especially).

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

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

Comments on specific questions

Question 1

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

Question 2

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

Question 3

- Incorrect answers were divided between 'included' and 'suggested'.
- Most learners had the correct answer.

Question 4

- Incorrect answers were divided between 'position' and 'place'.
- Most learners had the correct answer.

Question 5

- 'arrived' was by far the most common incorrect answer.
- Many learners had the correct answer.

Question 6

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

Question 7

- Incorrect answers were divided between Options **B** and **C**.
- Many learners had an incorrect answer.

Question 8

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

Question 9

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

Question 10

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

Question 11

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

Question 12

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

Question 13

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

Question 14

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

Question 15

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

Question 16

- Options **E** and **G** were the most common incorrect answers.
- A high proportion of learners had the correct answer.

Question 17

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

Question 18

- 'did' was the most common incorrect answer; 'if', 'while' 'do' and 'what' were commonly given.
- Many learners had the correct answer.

Question 19

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

Question 20

- 'it' and 'there' were the most common incorrect answers; 'why', 'where', 'did' and 'maybe' were commonly given.
- A very high proportion of learners had an incorrect answer.

Question 21

- 'for', 'you' and 'about' were common incorrect answers.
- Many learners had a correct answer.

Question 22

- 'But', 'When' and 'Why' were common incorrect answers.
- Most learners had the correct answer.

Question 23

- 'because' and 'it' were the most common incorrect answers.
- Many learners had a correct answer.

Question 24

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

Question 25

- Options **B**, **C** and **E** were the most common incorrect answers.
- Many learners had a correct answer.

Question 26

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

Question 27

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

Question 28

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

Question 29

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

Question 30

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



Question 31

- Incorrect answers were divided between Options **B** and **C**.
- Many learners had an incorrect answer.

Question 32

- Option **A** was the most common incorrect answer.
- A very high proportion of learners had an incorrect answer.

Question 33

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

Question 34

- Incorrect answers were divided between Options **B** and **C**.
- Most learners had the correct answer.

1 Cambridge Primary Checkpoint English as a Second Language 0057

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

Key messages

Learners performed well on **Questions 1, 2** (especially), **4, 5, 7** (especially), **9** (especially), **10, 16, 17, 19** and **20**.

Learners performed less well on **Questions 3, 6, 8, 11, 12** (especially), **13** (especially), **14** (especially), **15**, and **18**.

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

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

Comments on specific questions

Question 1

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

Question 2

- Incorrect answers were divided between Options **A** and **C**.
- A very high proportion of learners had the correct answer.

Question 3

- Incorrect answers were divided between Options **A** and **B**.
- Many learners had an incorrect answer.

Question 4

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

Question 5

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

Question 6

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

Question 7

- Option **A** was the most common incorrect answer.
- A very high proportion of learners had the correct answer.

Question 8

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

Question 9

- Option **A** was the most common incorrect answer.
- A high proportion of learners had the correct answer.

Question 10

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

Question 11

- By far the most common incorrect answers were 'Gloria' and various misspellings of 'comedy' (for example: 'commedy', 'comedi', 'comedie', 'comidey').
- Many learners had an incorrect answer.

Question 12

- By far the most common incorrect answers were dates in October and November heard on the recording, various misspellings of 'September' (for example: 'Septemper', 'Setember' and 'Septeber') and 'September' without 26(th); many learners did not attempt an answer.
- Most learners had an incorrect answer.

Question 13

- The most common incorrect answers were 'costume' (singular), various misspellings of 'costumes' (for example: 'customs', 'costums'), 'scenery' and 'music'; many learners did not attempt an answer.
- A high proportion of learners had an incorrect answer.

Question 14

- The most common incorrect answers were various misspellings of 'violin' (for example: 'violine', 'viollin', 'voilin', 'violen' and 'violon'), 'guitar' and 'music'.
- Many learners had an incorrect answer.

Question 15

- The most common incorrect answers were various misspellings of 'reception' (for example: 'resaption', 'raciption', 'reception') and (school) website.
- Many learners had a correct answer.

Question 16

- Incorrect answers were divided between Options **A** and **B**.
- Most learners had the correct answer.

Question 17

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



Question 18

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

Question 19

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

Question 20

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

1 Cambridge Primary Checkpoint English as a Second Language 0057

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

Key messages

What candidates did well

- Learners read the instructions carefully and ensured they provided the required information.
- Learners read the task carefully and responded appropriately to each bullet point.
- Learners used a range of vocabulary and wrote in a suitable style.

What candidates needed to improve

- Learners needed to identify the tense aspect of the specific tasks and use the appropriate past, present or future tense aspect in their writing.
- Learners needed to write in clear sentences, making use of suitable punctuation.

Comments on specific questions

Question 1

Comprehensive responses

- Learners addressed all three bullet points appropriately.
- Learners identified the correct tense and used this in their responses.
- Learners identified the purpose of the written task, and their responses fulfilled this purpose.
- Learners wrote in a style suitable for a friend and communicated their ideas clearly.
- Learners expanded on the information in the task, showing some range of vocabulary.

Limited responses

- Learners used simple present or future tenses rather than past tenses in their responses.
- Learners wrote their responses without taking note of the functional vocabulary in the task.
- Learners omitted to respond to all the question words in the bullet points.
- Learners wrote long stretches of text, rather than using punctuation to separate their ideas.
- Learners relied on a narrow range of vocabulary.

Question 2

Comprehensive responses

- Responses identified the main elements in the prompt sentence and used these to continue their story.
- Learners remained focused on the elements throughout their narrative.
- Learners constructed a coherent narrative, using an appropriate range of cohesive devices, including simple narrative tenses.
- Responses included a beginning, a middle and an end.
- Learners used a range of vocabulary and tenses appropriate for the narrative they had written.

Limited responses

- Responses diverted from the ideas in the prompt sentence and there was some confusion about how the story connected to the prompt.
- Learners used a mix of past and present tenses, resulting in a confusing narrative and an unclear sequence of events.
- Learners used a limited range of vocabulary and sentence structures.
- Learners needed to show the connections between the different elements in their stories by using cohesive devices or simple linking words.
- Learners needed to separate their ideas into sentences by using appropriate punctuation.

2 Cambridge Primary Checkpoint English 0058

2.1 Cambridge Primary Checkpoint English 0058 – Component 01

Section A – Reading

Key messages

What learners did well

- Most learners attempted most questions, including those with a higher level of demand.
- Section and line references were used effectively which ensured that answers were drawn from the relevant parts of the text.
- Where a direct quote was required by the question, learners ensured that the quotes they provided were accurate.
- Comprehensive vocabulary knowledge, together with an understanding of how words function within their context, was demonstrated through the accurate recognition of synonyms in the text.
- Learners showed good basic comprehension skills and successfully retrieved explicit information from the relevant paragraph.
- Learners demonstrated a secure understanding of the progression of information within the text and were able to accurately sequence events in the order presented.
- Adjectives and powerful verbs were clearly well understood.

What learners needed to improve

- Learners needed to highlight key words in the question to show they were focused on the correct requirement, for example only giving one word (rather than a phrase) when this was clearly stated in the question instructions.
- Answers needed to be clear, unambiguous and more succinct. On occasion, correct answers were given alongside incorrect ones.
- Clarity was also needed when learners were asked to draw lines to connect answers.
- Learners were required to clearly identify the key word(s) when choosing to quote a full phrase or sentence in response to questions requiring only one or two words.
- When answering 'Explain' or 'How do we know' questions, learners needed to remember that this type of question can rarely be answered by a direct quote. These questions require learners to give ideas of their own, in their own words, based on what they have read.
- Learners would benefit from carefully considering the specific requirements of each question, as these vary across the different sections of the paper. For example, the differences between the content of a paragraph and the style in which it was written caused confusion for learners. Similarly, when identifying links between sentences, learners often focused on the content being conveyed rather than the sentence type used to create the connection.

Comments on specific questions

Question 1

Comprehensive responses

- Most learners demonstrated good comprehension skills and were able to correctly identify the writer's intention to make the owl seem like a person 'by saying she is going to 'meet' the owl'. This was the most common correct answer.
- A smaller number of learners correctly identified both options (as above and the fourth option – 'by telling us the owl has a boy's name').

Limited responses

- The question instruction to 'Tick **two** boxes' wasn't fully followed, and some learners only indicated one answer.
- The third option ('by introducing herself to the owl') was a commonly chosen incorrect answer.

Question 2

(a) Comprehensive responses

- Many learners were able to correctly identify that 'landed soundlessly' was the two-word phrase to show the owl comes to a stop almost silently. This was the most common correct answer.
- A few learners provided the other correct answer, 'quiet wingbeats', for the first part of the question ('flies'). They were careful to ensure that their answer was a two-word phrase, as stated in the question requirements.

Limited responses

- Some learners wrote longer responses that went beyond the two-word phrase required, for example, 'With slow, quiet wingbeats'.
- Some learners wrote long quotes. When one of these was provided, the key words ('quiet wingbeats' or 'landed soundlessly') needed to be underlined or emphasised, to make it clear that the learner understood they were the essential part of the sentence required.
- A few learners wrote one word on each given line, rather than two two-word phrases (for example one two-word phrase on each line).
- Some learners focused their answers on 'almost silently' without including the full phrase. For example, writing 'quiet' next to 'flies' and 'soundlessly' next to 'comes to a stop'.
- Some learners missed the requirement to refer to 'silently'. These learners often suggested 'launched into the air' or 'flew over the railing' as a response to 'flies'.
- A few learners did not copy the phrase accurately enough, for example writing 'landed silently' or 'quite wingbeats'.

(b) Comprehensive responses

- Some learners demonstrated excellent knowledge and understanding of grammar and were able to identify 'which' as the relative pronoun required.

Limited responses

- Some learners clearly understand the term 'pronoun'. Some learners would benefit from further practice in identifying different word classes, as responses occasionally included pronouns such as 'he', 'his' and 'they'.
- Some learners focused on the part of the question referring to 'how the owl ate' and provided the word 'wolfed' or the phrases 'he wolfed down' or 'swallowing them whole'.

Question 3

Comprehensive responses

- This question required learners to provide at least some responses in their own words. While some learners referred to the content of the paragraphs, the most successful responses clearly focused on how the information related to the number of owls mentioned.
- Many learners noted that the first two paragraphs concentrated on a singular, particular owl. They often did this by quoting a small amount of the text referring to 'the owl', 'Percy' or 'the big bird'. More precise responses sometimes added a sentence starter such as '[In the first two paragraphs] It talks about meeting a Great Grey Owl up close'; some described the content while emphasising how it related to the singular owl, for example 'They're about the owl and how he landed soundlessly and how the owl gets given his food'.
- A few learners demonstrated a clear understanding that the third paragraph discussed Great Grey Owls more broadly. They often expressed this by giving a comparative near-quote such as '[In the third paragraph] It's about how Great Grey Owls don't usually get given their food.'
- The most precise answers were given by learners who were able to explain this comparison in their own words, for example '[In the first two paragraphs] It talks about one owl/ [In the third paragraph] but here it's about lots of owls.'

Limited responses

- Many learners described the content of each paragraph without making the correct focus clear. For example, '[In the first two paragraphs] She meets an owl, and the zookeeper brings out food, and it flies down and eats the frozen mice.'
- Some learners gave overly long quotes. Although these included relevant details, they were ambiguous and seemed to show that the learner thought the difference between the given paragraphs was in how captive or wild owls get their food.

- Some answers relied heavily on the use of pronouns and did not give the precision and clarity needed to show an understanding of the subject of the paragraph. Examples included '[In the first two paragraphs] it's about when she met him' and '[In the third paragraph] It says they rely on their skills as night hunters.'
- A few learners compared the style of writing, stating, for example, that the first two paragraphs were written in the first person and the third paragraph was more factual.
- The use of apostrophes made some answers less clear to read. For example, 'it's about the owl's' - made unclear whether the learner is referring to something belonging to a singular owl or has incorrectly placed an apostrophe in the plural of owls.

Question 4

Comprehensive responses

- Many learners were able to correctly match one or two pieces of information to the order in which they were given.
- Most correct connections included knowing that 'who observed the owls' was the second piece of information the reader is given. This was the most common correct answer.
- A few learners were able to clearly and precisely link all four pieces of information to their order number using straight lines.

Limited responses

- Learners did not make their lines straight or they crossed out lines and substituted them with others making less clear the link between the information and the order this was given. In a similar context, some learners were more successful in numbering the pieces of information instead, to show their chosen order.

Question 5

Comprehensive responses

- Some learners were able to state that the information within the inverted commas was what the naturalists had written. This was the most common correct answer type.
- The most concise correct responses were 'To show a quotation'.

Limited responses

- Many learners used their previous knowledge of the more common function of inverted commas and applied it to the text assuming they showed a dialogue.
- A few understood that the information within the inverted commas was from the naturalists. They incorrectly assumed it was what they had said rather than written.
- A few learners demonstrated good knowledge of terminology and suggested that the words within inverted commas were 'reported –' or 'indirect speech'. They incorrectly focused on speech rather than writing.
- Many learners gave answers focused on 'breaking up clauses' or 'separating things in a list', about commas in general.
- Some learners indicated that the inverted commas were used to highlight or emphasise key information.
- A few learners confused the focus of this paper (for example non-fiction) and gave suggestions more suited to a narrative piece, such as 'To build suspense'.

Question 6

(a) Comprehensive responses

- Many learners were able to correctly select either of the appropriate phrases – 'we rarely saw anything' or 'looked like bare snow' – to show that the owls' prey was invisible to the naturalists.
- Most of these learners ensured that their responses were carefully quoted and accurate, with no significant copying errors.

Limited responses

- In some cases, learners identified the correct sentence but exceeded the four-word limit by copying more text than was required. Conversely, some learners after recognising the word limit and restricting their responses accordingly supplied four unconnected words, for example 'hypnotised, capture, plunging, prey', rather than a complete phrase from the text.

- Many learners incorrectly chose the phrase 'It appeared almost hypnotised'.
- A few learners attempted to supply the correct phrase and would have benefited from more careful copying, as the misquotation 'we rarely saw everything' was given.

(b) Comprehensive responses

- Most learners were able to indicate the correct response – 'to express her amazement'. This required careful reading and good comprehension of the text, as well as an understanding of the reason a writer may use questions.

Limited responses

- A few learners did not follow the question guidance and ticked more than one box.
- All the distractor options were equally chosen. The most common incorrect answer was 'to introduce a new topic'.

Question 7

(a) Comprehensive responses

- Many learners recognised that the connection between the two given sentences was that the first posed a question which was then answered by the second.
- A few learners demonstrated an understanding of the link, with longer responses reflecting their efforts to explain it fully. An example is 'In the first sentence, they've used a question mark so it must be a question. But the second sentence doesn't have a question mark, so it must be an answer' or 'It says that it does it with a head designed for listening, like Percy's head which is the answer to the question'.
- The most successful answers were concise and precise, clearly identifying the relationship between the two sentences, for example: 'The second sentence answers the question in the first one'.

Limited responses

- A few learners demonstrated an understanding of the link, interpreting the question as a rhetorical one rather than identifying the relationship between the two sentences directly.
- Many learners focused on the content of the two sentences. Some gave vague answers, for example, 'They're both talking about the same thing' or 'The first bit introduces the information and the second bit adds more detail'.
- Others described what was in each sentence rather than how they were connected, for example: 'They both describe the owl' or 'Telling us about Percy's head'.
- A few learners identified punctuation as the link between the two sentences, for example: 'They're linked by a comma'. This suggested that some learners may have focused primarily on the second sentence, indicating possible confusion between a sentence and a clause.
- A few learners appeared to have referred to a different section of the text, giving responses such as 'They are both questions'. This answer related to lines preceding those identified in the question stem rather than to the sentences specified in the question.

(b) Comprehensive responses

- Learners often used the direct quote 'The flat, grey facial disk of a Great Grey Owl'.
- More precise responses used the learners' own words, for example: 'They describe the facial disk of an owl' or 'They both describe Percy's face'.

Limited responses

- Many learners clearly understood what a simile is and quoted both the examples given in the text: 'like a huge ear, 'like a feathered satellite dish'.
- Some explained what similes are, for example 'They have words like and as', suggesting that the key question of *what* was being described had not been understood.
- The most common incorrect responses concentrated on other subjects in the sentence, such as Great Grey owls. Examples of others included 'They both describe Percy's head' (clearly referring to an earlier sentence), 'They describe owls' ears' or 'They're both about hearing'.
- Other incorrect answers focused on how and why similes are used, for example 'They've used like to compare two things' or 'Similes link ideas to make something unusual easier to understand'.

Question 8

(a) Comprehensive responses

- Many learners used context clues within the text and their own knowledge of vocabulary to correctly identify that 'outlined' was used here as a synonym for 'surrounded'.

Limited responses

- A commonly supplied incorrect answer was 'drawn around'.
- A few learners ticked more than one box.

(b) Comprehensive responses

- Most learners demonstrated excellent comprehension skills in noting that 'directs' was used in the given part of the text to mean the same as 'guides one way'.
- Learners were careful to only supply one word, as demanded by the question requirements.

Limited responses

- The most common error was to write the whole phrase – 'directs them towards'. Learners needed to remember that when a longer quote was given, to clearly indicate which word answers the question.
- Some learners inaccurately chose the word 'towards'.
- Some less suitable verbs were supplied, such as 'cupping' rather than 'directs'.

Question 9

(a) Comprehensive responses

- Most learners were able to use their comprehension and data retrieval skills to correctly tick the top answer – 'how clearly the owl can see its prey'. This was the most common correct answer.
- Many learners were also able to identify both the first and the third box – 'what time the owl hunts' – as the other correct answer.

Limited responses

- Learners often only ticked one response for this question, missing the instruction to 'Tick two boxes'.
- A common incorrect answer was 'where the owl's ears are located'.

(b) Comprehensive responses

- A few learners demonstrated exceptional comprehension skills and the ability to explain their ideas clearly. These learners gave answers which focused on the fact that, because Great Grey owls' prey is often hidden, they must rely on their big ears to be able to hear it.
- Good examples included 'These owls can't see their prey under the snow so it has to listen for them' and 'they must have big ears to hear the invisible prey'.
- A few learners also used information gained from previous paragraphs and linked this to the statement that owls' ear size varies depending on when they hunt. For example, they knew Great Grey Owls hunt at night (as observed by the naturalists), so they deduced that they must have big ears as they wouldn't be able to see well at night.

Limited responses

- Most learners were less secure when explaining their answers in their own words.
- They often relied heavily on quotes from the text, which did not precisely answer the question or did not link the information given in the text closely enough to Great Grey Owls.
- A common example of direct quoting included using the phrase 'an owl's ears varies from species to species'.
- Alternatively, some learners tried to insert some words of their own into a quote. The required connection to Great Grey Owls was not evident in these responses. For example, 'it depends on if they hunt in daylight or darkness and the invisibility of their prey'.
- Some learners referred to the comparison of the facial disk to a large ear. These answers either directly quoted this sentence or stated 'The text says they have large ears'.
- A few incorrect responses were vague and gave no evidence to support their suggestion, for example 'They have big ears because they have good hearing', without explaining how this conclusion was deduced.

- A small number of learners gave quotes from the next paragraph, for example 'A Great Grey Owl is always listening', which was not covered in the line guidance given.

Question 10

(a) Comprehensive responses

- Learners demonstrated a secure understanding of adjectives as a word class. Most responses contained either the adjective 'faint' or 'muffled', with neither appearing noticeably more frequently than the other.
- The most successful responses presented each item separately, with one response given on each line.
- Most learners were able to give at least one example.
- Many learners gave both correct answers.

Limited responses

- The most common incorrect answer was to supply a short phrase, for example 'the faint footfall of a shrew'. By not highlighting which word they understood to be an adjective, it was not possible to determine the awareness of word classes.
- Some learners wrote two words on each line, for example 'faint footfall' and 'muffled rustle'.
- Learners needed to be clear on the difference between nouns and adjectives as 'footfall', 'wingbeats' and 'sound' were all often given as answers.
- The word 'rustle' was also often given as an adjective.
- The word 'shrew' – included in the Glossary- was a common incorrect response, suggesting that its meaning was not always fully recognised by learners. Learners would benefit from making full use of all supporting features of the text, including the glossary, to aid their understanding and interpretation.

(b) Comprehensive responses

- Some learners were able to use the context of the given word – 'will' – and had good comprehension skills to correctly identify that it was used in the two final sentences 'to describe repeated actions'.

Limited responses

- Over-selection, through ticking two boxes rather than the required number, was a common incorrect answer.
- A common incorrect answer was 'to show the owl's determination'. Some learners interpreted 'will' as referring to determination or resolve, rather than recognising its grammatical function within the sentence.

(c) Comprehensive responses

- Many learners correctly realised that a powerful verb was needed as the answer to this question.
- Most of these learners gave two words, one on each line.
- As with **Question 10(a)**, most learners were able to provide a correct answer, either 'thrust' and 'punch' (the most common correct responses) or 'hitting' and 'grab'.
- Many learners gave two correct words.

Limited responses

- Some learners wrote two words on each line, for example 'punch through'.
- A few learners gave inaccurate answers with short phrases such as 'thrust its legs'.
- Some learners focused on the end of the question as their answers included words which highlighted the way owls hunt, for example, 'hover'.
- The incorrect responses almost always gave verbs. For example, 'tunnelling' was regularly given and 'facing down toward the sound'.

Section B – Writing

Question 11

Key messages

What learners did well

- Most learners wrote original pieces being able to showcase their writing skills and knowledge of text and sentence structure.
- Careful consideration of the stimulus was clearly demonstrated as most of the pieces were the correct text type and focused on a particular type of animal. Learners responded appropriately to the task, demonstrating good engagement. The majority were able to write more sustained pieces, often writing beyond the single side.
- Good subject knowledge was demonstrated and used to interest the reader, for example by using features that are unique to the chosen animal. The bullet points in the stimulus were also used well to support this and ensure that a range of features were discussed.
- Features of an information text seemed to be well understood by learners and were used to produce pieces in a way which engaged the reader, either using more scientific vocabulary or using a less formal style, for example, using rhetorical questions.
- Subheadings were used effectively to structure the text and to give learners prompts regarding what information to give.
- Most learners produced grammatically correct straightforward sentences and used basic punctuation well to accurately demarcate these.
- Learners who used the Planning Box effectively to note down ideas or outline their writing ensured that their texts flowed more cohesively and that material was not repeated or muddled.
- Some learners re-read their writing task and had corrected errors or added more detail. This led to more coherent and enhanced pieces of writing.

What learners needed to improve

- Learners should use the Insert as a source of context and inspiration rather than as the basis for their writing. Responses that rely heavily on material from the Insert are less likely to demonstrate the originality and development needed for a strong piece of writing.
- Learners needed to ensure that the quality and tone of their writing was appropriate and avoid the use of colloquialisms such as 'gonna' or text-speak such as 'bc' [for 'because'].
- Some learners needed to have a more effective management of time. This was most clearly demonstrated in writing pieces that began strongly and were left unfinished or concluded more briefly than their opening sections suggested.
- Some learners appeared to have spent much longer on the Reading portion of the paper and left not sufficient time for their writing, which tended to be shorter and less fully developed.
- Learners would benefit from developing their ideas in greater detail. Responses often consisted of a series of brief statements that introduced a feature before moving on to the next, with limited elaboration. For example, some learners listed an animal's physical characteristics without expanding on their purpose or explaining how these features support the animal's way of life.
- Recounts were quite common when learners wrote on a particular animal known to them personally, rather than discussing a species of animal they were familiar with. Even within attempts at an information text, some learners included elements of recount or other text types.

Comments on specific elements

Creation of texts (Wc)

Comprehensive responses

- Texts tended to be more successful when learners chose a wild animal to discuss. Animals like these are easier to explore scientifically (for example, describing how they are adapted to their habitat) than domestic pets.
- Learners who selected familiar topics were often able to draw on a broader range of relevant knowledge and detail in their writing. This ensured that they had more material to talk about and avoided repeating the same content in multiple sections.
- They were also able to expand on basic statements and include more information, for example writing a sentence which introduced a key fact, then adding additional sentences to give more detail.
- The most developed, engaging pieces expanded on the suggestions given in the prompt and included some ideas of their own, for example, talking about the animal's lifecycle or how it interacts with others in its group.
- A scientific and factual tone was evident in some responses and was highly effective in meeting the conventions of an information text. Some learners attempted a more informal tone which engaged the reader, for example, by including rhetorical questions. This was most effective when used more sparingly to ensure the correct tone was maintained.

- Well written pieces ensure a good balance of coverage, for example, by not focusing too closely on one aspect of the animal and writing mostly equal length sections on each aspect.
- Information text features such as 'Fun Facts' and even glossaries were used by some learners to support and enhance their writing. These were most useful when they did not dominate the piece.

Limited responses

- While it was clear that most texts were intended to inform the reader, and many included some facts, the vast majority had limited development of the content. Responses were often more effective when learners developed each point in greater detail. Some learners introduced an aspect of the chosen animal in a single sentence before moving on to a different feature, which resulted in writing that was generally brief and offered limited opportunity for further development.
- Pieces that presented a mix of writing genres did not show a secure knowledge of information writing or did not include the range of features expected in this text style.
- Some learners chose to write about an individual animal, most commonly a family pet. These responses often took the form of personal recounts, including fewer general facts about the species and a greater emphasis on personal experiences.
- A few responses based on pets adopted a more instructional style, including advice and guidance on how to care for the animal, rather than maintaining a purely informative focus.
- Some pieces veered into persuasive writing, particularly when discussing the issues or threats affecting the animal being written about.

Vocabulary and Language (Wv)

Comprehensive responses

- Most pieces included some common subject specific vocabulary such as 'habitat' and 'diet', demonstrating effective engagement with cross-curricular themes and drawing on knowledge that may have been developed in science.
- The most effective pieces used specialised vocabulary that was specific to the animal they had chosen. Examples included 'invertebrate', 'retractable claws' and 'marine'.
- Most pieces adopted a factual tone. The most successful responses enhanced their factual content with relevant descriptive detail, creating engaging writing without becoming overly elaborate. Particularly appropriate adjectives, such as 'majestic', and limited use of figurative techniques caught the reader's interest while sustaining the relevant writing style.

Limited responses

- More limited texts tended to rely on very basic language, for example, 'nice', 'good' or 'interesting'.
- Some texts did not use accurate language to describe key features of an animal, for example, referring to their 'claws' as 'nails'. These texts often missed opportunities to use subject specific words, such as 'habitat' for 'homes' or 'diet' for 'the food they eat'.
- Some learners used inappropriate colloquial contractions such as 'kinda'.
- Some pieces had an overly familiar tone and used informal writing techniques such as rhetorical questions. These pieces did not demonstrate the appropriate, factual quality required for an information text.
- Some learners attempted to engage the reader with the use of enhanced language techniques. Their writing often overused figurative language leading to pieces that did not maintain the correct tone for an information piece.

Structure of texts (Ws)

Comprehensive responses

- Many texts began with an engaging introduction, for example, 'Let's find out more about ...' These sometimes gave an overview of the areas the text would cover or introduced the chosen animal by giving a couple of interesting facts.
- Most pieces were logically ordered and used the points suggested in the prompt as subheadings. This led to clearly defined content which was easy to follow. The most successful responses ensured that the information following each subheading related directly to that heading.
- Learners demonstrated good paragraphing skills when they introduced an idea and then wrote an additional sentence, or sentences, about it before moving onto the next point within the section.
- More accomplished writers developed these into cohesive paragraphs when they included more linked information, which made their writing flow more smoothly and made their pieces more informative.
- The use of connectives to link ideas within and between sentences was a common aspect of the most engaging writing. Most learners used basic connectives such as 'because' or 'also' to add more detail

and explanation. More accomplished writers used 'However', 'In addition' and other similar conjunctions to link sentences and build on or contrast ideas.

- A few learners wrote extended pieces which included cohesion throughout the piece by referring to previous points. By doing this, learners ensured a logical progression of ideas, often by using phrases such as 'As previously mentioned...' or 'In addition to...'
- These pieces typically included conclusions which went beyond repeating previously given information to draw together several facts to give an overview of the animal.

Limited responses

- Some learners chose to copy the structure of the Insert, beginning with a recount of meeting their chosen animal. When this approach was adopted, the piece resulted overly long, and it interfered with the expected structure of an information text limiting the amount of factual writing.
- In some pieces, learners wrote one sentence per paragraph which suggested that building more extended sections is a skill which needs greater practice. Even when more sentences were included within a paragraph, these weren't organised logically or were not linked in any way; they tended to be a list of sentences on a similar theme.
- Greater use of the Planning Box would have supported the organisation and structure of many responses. In some cases, information was repeated across sections or included in paragraphs where it was not directly relevant. Clear and accurate subheadings would also have helped readers navigate the content more effectively. For example, content presented under the subheading 'Diet' occasionally focused on the animal's hunting techniques rather than the food it eats.
- Many pieces used bullet points effectively to list several items. Some over-used these which then limited the development of the writer's ideas.
- Some responses were left incomplete, resulting in abrupt endings. When a conclusion was attempted, learners repeated the information they had already given in the main body of the text without adding anything extra to these facts.

Grammar and Punctuation (Wg)

Comprehensive responses

- Many learners built grammatically accurate Simple and Compound sentences and punctuated these accurately with clear, consistent demarcation. Most learners also made sure to use a wider variety of sentence starters rather than relying on 'The animal', 'It' or 'They' to begin every sentence.
- Many also achieved longer sentences, often with the addition of extended or adverbial phrases.
- There was a good use of commas to separate items in a list, and fewer instances of '... and etc.' (when learners could not think of additional items for their list).
- Some learners were able to construct accurate complex sentences by using subordinating clauses, and the clearest of these used commas effectively to separate clauses. They ensured that the grammar was consistent and that the sense of the sentence was retained (by not making their sentences too long).
- Using a variety of sentence structures within their writing showed that some learners were aware of the most effective use of different types of sentences and were mindful of their impact on the reader.
- Once they had demonstrated good grammar and accurate sentence structures, a few learners were able to display greater competence by the accurate and effective use of brackets, colons and semi-colons to add detail and finesse to their sentences.

Limited responses

- A few learners included multiple sentences within a paragraph, only capitalising the initial letter (at the beginning of the paragraph) and placing a single full stop at the end, without any demarcation within the section.
- Even when full stops were correctly placed, demarcation was inaccurate as the following capital letter was rarely capitalised.
- When learners attempted more complex sentence structures, some responses contained an excessive number of extended sentences. These often became overly long and relied heavily on commas to connect multiple ideas, which sometimes reduced clarity and made the intended meaning less clear. Learners would benefit from checking sentence boundaries, identifying where full stops could be used to separate ideas and where coordinating conjunctions could be used to link them effectively.
- Information texts should, usually, be written in the present tense. Some pieces, often those with some recount features (where tenses were often mixed), did not maintain the consistency or accuracy of tense required.
- Learners would also benefit from developing greater awareness of subject consistency within sentences, ensuring that the subject of the sentence stays the same. For example, 'How it gets *their* food is...', and by ensuring the subject and verb agree, for example 'They *is* house pets'.

- Some learners required a greater understanding of pluralisation. Some learners were less secure in their understanding of which words can be pluralised and how certain words change when pluralised. An example for this is the use of 'preys' in most pieces.
- Additionally, learners would benefit from further practice in the accurate use of comparative forms. Examples included 'It can run *very* far distances' or 'It is a *lot* intelligent'. Superlatives also needed greater practice as some learners wrote about 'The most cutest animal' or 'It is the biggest clever'.
- Both the Reading section (especially **Question 3**) and the Writing showed that a clearer understanding of use of apostrophes were needed. The difference between possession and pluralisation needed greater understanding, as some learners used apostrophes inaccurately within plurals. In general, learners used apostrophes accurately to denote possession, although understanding of plural possession ('their's' or 'your's', for example) could be improved.

Word structure/Spelling (Ww)

Comprehensive responses

- Most learners demonstrated accurate spelling of high frequency and phonetically regular words.
- Successful responses demonstrated a strong understanding of spelling rules, with accurate spelling evident even in words that are frequently misspelt.
- Using more adventurous or subject specific vocabulary, for example, 'environment' or 'herbivore', allowed a few learners to show excellent spelling knowledge of less common (tricky) words and polysyllabic words.

Limited responses

- Some learners needed to master the spelling of high-frequency words such as 'because' alongside words with double consonants, especially those in verbs, for example, 'swimming' or 'grabbed'.
- Some learners needed to practise identifying the correct spelling of homophones such as 'there/they're/their' or similar sounding words like 'where/were'.

2 Cambridge Primary Checkpoint English 0058

2.2 Cambridge Primary Checkpoint English 0058 – Component 02

Key messages

Section A – Reading

What learners did well

- Learners responded well to command words and instructions to answer questions carefully.
- Most learners understood when, for example, a three-word answer was required.
- Many learners used the signposts offered by the line references effectively.
- Many learners showed a good understanding of the text when answering explicit questions.
- Many learners limited their use of extra words so that answers were clear and unambiguous.
- Where extra words were given in the response, some learners used either parentheses or underlining of the correct part to show their answer more clearly.
- Many learners were able to select the correct response(s) in multiple choice questions.
- Many learners made a good attempt to respond to questions that required the answer to be given in their own words.
- Most learners avoided giving a correct answer alongside an incorrect one making it confusing to identify the learner's intention.

What learners needed to improve

- Some learners did not use the signposts in the form of line references meaning that responses were based upon an inappropriate part of the text that was not linked to the focus of the question.
- Some learners may find it useful to read the question more than once to give themselves some processing time before answering.
- Learners needed to identify examples of literary techniques and identify appropriate examples from within the text.
- Where questions asked for an explanation or reason, learners needed to write this using their own words.
- Where a quotation was required with a supporting explanation, the explanation should have matched the selected quote.
- Learners needed to describe or identify the writer's intention. Some answers were incomplete or vague.
- Learners often copied or repeated words from the question itself rather than providing further information to answer it fully.
- Questions asking the learner to express an opinion about something in the text needed to be precise and avoid vague ideas. These responses should be rooted in the text.

Comments on specific questions

Section A Reading

Question 1

(a) Comprehensive responses

- Many learners selected the correct response to this multiple-choice question.

Limited responses

- Some learners misunderstood the context of the question and selected a more general answer such as 'relaxed' or 'jealous'.
- These learners did not use the line references at the beginning of the text, and their answers were associated with events later in the extract.

(b) Comprehensive responses

- Most learners who understood that 'a' is a word were able to identify the three-word phrase: 'a night's work'.

Limited responses

- Some learners tended to select any three words from the text to fill the requirement.
- Many of these learners did not appear to look for a word meaning 'hunt'.
- Some learners gave a complete sentence as their answer: 'To begin a night's work with that noise'.

Question 2

(a) Comprehensive responses

- Many learners selected the correct response to this multiple-choice question.
- These learners identified how the changing sounds linked to the way the hunt kept changing.

Limited responses

- Some learners selected 'how the tiger never stops chasing his prey'. A link to the way the sounds were described was not evident.

(b) Comprehensive responses

- Many learners were able to understand the meaning of this unfamiliar term by giving a range of correct answers; the main idea of 'not like a tiger' was common.
- Many learners referred to the sounds made by the tiger – 'not sounding like a tiger'.
- All these learners recognised the descriptive nature of the term.

Limited responses

- Some learners attempted to suggest the meaning of 'untigerish' but focusing upon the word structure rather than the meaning, by giving 'not tigerish' as their answer.
- Some learners stated the meaning as a noun 'not a tiger' instead of recognising it as an adjective.

(c) Comprehensive responses

- A few learners showed their understanding of the term 'suffix' in their answer: 'ish'.
- Some learners did well to give the whole word and to identify the suffix by underlining the correct part: untigerish.

Limited responses

- Many learners confused the terms 'prefix' and 'suffix'.
- Many learners demonstrated this confusion by answering: 'un'.
- A few learners attempted the suffix including additional letters that did not form the word-ending: ' – rish'.

Question 3

Comprehensive responses

- Successful learners identified the need to compare the sounds from the referenced parts of the text, noting how the sounds changed.
- These answers usually quoted the present-tense words 'muttering' and/or 'mumbling' and set them against words chosen from the earlier paragraphs such as 'purring' or 'howling'.
- A few learners gave a simpler, accurate answer of 'much quieter' where the comparison was evident.

Limited responses

- Many learners did not make the comparison required by the question and quoted just one sound, which was often 'muttering and mumbling'.
- Some learners focused on the activity during the sounds rather than the sound itself; for example: 'tumbled about in the scrub'.

Question 4

(a) Comprehensive responses

- Many learners were able to identify relevant quotations from the correct line range.
- Some learners managed to explain what the quote implied rather than just describing what happened in the plot. For example: for the quote, 'something is coming' the explanation used 'own words' to suggest that the threat was 'unknown' or 'unnamed'.

- Some learners noticed how the short, sharp sentence, 'Get ready!' created urgency – a good example of analytical thinking.

Limited responses

- Many learners did not explain how their selected quote helped to create suspense.
- Many learners in giving their explanation, used the same words as the quote.
- Similarly, many learners used the question as their explanation. For example, 'bushes rustled' cannot be explained as 'this creates suspense'. There needs to be more, such as a reference to how this creates 'tension'.
- Many learners described a reader's response to the quote. Often these were very vague such as 'it makes you think' and 'you want to know more'.
- A few learners selected quotes from outside the line references.

(b) Comprehensive responses

- Many learners selected the correct responses to this multiple-choice question.
- Many learners showed a good understanding of verbs and the use of second person in narratives.

Limited responses

- Some learners only ticked one box.

Question 5

Comprehensive responses

- Many learners who ticked the 'Yes' box were able to identify a correct quote. The most common was 'not a tooth even scratched the skin'.
- Most of these learners continued to give a correct explanation in their own words such as 'to keep it safe' and 'to take care of it'.
- Some learners selected the quote where Father Wolf 'laid it down among the cubs' and went on to explain how he treated the cub as one of his own.

Limited responses

- Some learners who ticked the 'No' box with a correct quote, 'Man!' he snapped', were not able to recognise that Father Wolf was hostile or that he did not like the cub.
- Many learners who decided Father Wolf had kind feelings, used a quote that made a reference to his jaws. It is important to give precise and succinct quotation, as this helps avoid the inclusion of inaccurate words.

Question 6

Comprehensive responses

- Successful learners described the manner of speaking of both characters quite precisely.
- These learners understood that Father Wolf addressed Shere Khan politely and respectfully. These learners also identified the disrespect in Shere Khan's tone.

Limited responses

- Many learners described how the animals 'felt' rather than how they 'spoke'.
- Some learners focused on the power relationship between the characters – describing one as speaking like a 'king' or 'master' – which is a story observation rather than a comment on linguistic style.

Question 7

Comprehensive responses

- Many learners were able to identify either 'simile' or 'metaphor' or both, in their responses. Usually, a correct quote accompanied these correct answers.
- Some learners chose onomatopoeia as their example. Successful learners gave the single word sound as their quoted example. A few learners were able to demonstrate the required understanding by either underlining the correct word or using parentheses within the longer quotation.

Limited responses

- Learners did not attempt an answer or gave responses that were not literary techniques or devices.

- Some learners gave over-long quotes resulting in the relevant part not being clear.
- A common error was with onomatopoeia. Some learners correctly named the device then gave the whole surrounding sentence as their evidence rather than isolating the single sound-imitative word, 'roar'.

Question 8

(a) Comprehensive responses

- Many learners who ticked the 'Yes' box were able to select appropriate quotes about Father Wolf's behaviour.
- Some learners were able to notice physical clues like 'ready for his leap' and explain these as signs that Father Wolf was prepared to act or defend. These responses showed real engagement with the text.
- Most answers matched the tick box Yes/No.

Limited responses

- Some learners selected a relevant quotation without being able to support their choice with an appropriate explanation. Answers were often vague or repeated words from the question, 'this shows he was brave'.

(b) Comprehensive responses

- Most learners answered this correctly. The most common response was 'man's cub'.
- Some learners remembered to highlight the relevant answer when they wrote a full sentence by using underlining or parentheses.

Limited responses

- Some learners wrote out full sentences or chunks of dialogue rather than isolating the specific noun phrase.

Section B – Writing

What learners did well

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

What learners needed to improve

- Learners needed to focus on developing ideas in greater depth.
- Learners needed to expand their vocabulary to develop their use of well-chosen words to enhance description in their stories.
- Learners needed to try and use various technical devices and figurative language accurately when creating their narratives. To develop more advanced skills, learners need to explore a range of texts to identify different techniques used by a range of authors.
- Learners needed to check their work carefully to ensure the narrative flowed logically both within and between sections.
- Many learners needed to make careful checks of their work to ensure grammatical accuracy throughout their work.

- Many learners need to develop more advanced skills to use a variety of punctuation devices confidently and accurately.
- Some learners needed to make use of the planning box to map out their ideas to support them as they write their narratives.
- Handwriting was a real concern in many learners' work.

Comments on specific questions

Section B – Writing

Question 9

Wc – creation of texts

Comprehensive responses

- Most learners managed to include an unexpected visitor at some point during their stories.
- Some learners developed their ideas effectively, providing engaging descriptions of characters, settings and events. They successfully incorporated the unexpected visitor into the narrative and explained why the visitor was surprising, developing the story beyond the initial event.
- Some learners produced entertaining narratives that showed good control and awareness of the reader.
- Some learners invented imaginative narratives that included a wide variety of characters ranging from aliens and unusual family members to presidents in disguise.
- Many learners showed that they could continue a narrative with a consistent viewpoint along with an attempt to engage.
- Some learners managed to provide a suitable resolution to their narrative. Occasionally, this was a well-handled 'cliffhanger'.

Limited responses

- Some responses relied upon simple ideas with limited development where, often, the unexpected visitor was only briefly mentioned at the end.
- Many learners produced stories that simply described or 'listed' events with little description and detail.
- Most learners described visitors who were not unexpected – planned birthday parties with expected guests and relatives, being a common example. This did not wholly meet the brief.
- A few stories involved the narrator being given an 'unexpected treat' – going to a concert or a football match. Again, this did not meet the brief.
- Some learners needed to avoid the inclusion of too much 'routine' dialogue which affected the pace of their narratives. Whilst the use of dialogue was not a problem, these learners missed the opportunity to help the reader discover more about the characters using expressive dialogue.

Wv – vocabulary and language

Comprehensive responses

- Most learners selected vocabulary that was appropriate for the purpose and genre of the task.
- Many learners used suitable descriptive words that was well-chosen beyond the 'ordinary' to convey meaning and support the narrative.
- A few learners demonstrated exceptional creativity in their language choices with precise and ambitious vocabulary characterising their narratives. These learners were able to produce writing that used words accurately to contribute to the creation of image and mood.
- Some learners used figurative language successfully.

Limited responses

- Many learners could not maintain the high quality of vocabulary used at the start to describe settings and/or characters across the whole piece that it then changed to simpler vocabulary.
- Some learners used repetitive or limited vocabulary which reduced the impact of the narrative.
- Some learners used vocabulary that was not relevant to the narrative or to the context in which it was used. This was quite common where unsuitable figurative devices were used; for example, similes where the comparative image bore no resemblance to the item or event being described.

Ws – structure of texts

Comprehensive responses

- Most learners constructed a story with a beginning, a middle and an end.
- Many learners were able to develop the basic structure to organise their ideas showing a level of logic that helped the narrative to flow.
- Many learners wrote stories that generally progressed in chronological order, enabling the reader to follow the narrative. Time connectives were the most reliably used cohesive device.
- Many learners attempted paragraphing.
- Some learners demonstrated an understanding of how paragraphs 'work'. This added to the overall shape and cohesiveness of their work.
- Some learners used paragraphs effectively alongside other devices such as short, punchy sentences to contribute to deliberate narrative pacing.

Limited responses

- Some learners were unable to use paragraphs correctly and created unnecessary divisions in their texts where links were not clear and it appeared to be no apparent reason for making the 'paragraph.' Learners needed to explore a range of texts to identify how authors use paragraphs – 'when', 'where' and 'how' to be able to apply their discoveries to their own work.
- Where logical progression, cohesion and paragraphing were not effectively used, many learners were less able to develop their ideas fully.
- Some learners needed to practise setting their work in a logical sequence. From this an idea of cohesion will develop across the whole narrative.
- Some learners need to try and avoid abrupt transitions between events which can affect the overall flow of the writing.
- Learners who understood how to create paragraphs successfully, needed to investigate how a text can show more cohesion between ideas both within and between paragraphs.
- Some learners may have experienced time constraints. This could have affected the consistent use of paragraphs. Some stories showed good structure at the start and became a continuous piece of prose with no line breaks towards the end suggesting the learners' needed to set their ideas down as quickly as they could.

Wg – grammar and punctuation

Comprehensive responses

- Most learners used simple sentences effectively.
- Many learners produced compound structures using a range of simple connectives such as 'and', 'but' and 'because'.
- Many learners used punctuation to demarcate their sentences using capital letters and full stops.
- Many learners recognised sentence boundaries although comma splicing was evident in many narratives.
- Many learners were able to place speech marks around the words spoken even if the rest of speech punctuation showed errors.
- Many learners attempted to use expanded phrases, particularly adjectival, adverbial and verbal, to add detail and pace to their work.
- Some learners demonstrated that they could construct complex sentences. At the same time, these learners explored a range of suitable connectives to use.
- Some learners showed a greater control of punctuation, including the accurate use of commas within complex sentences and the correct punctuation of direct speech where appropriate.
- A few learners were able to manipulate and re-order clauses in complex sentences to create emphasis and effect.

Limited responses

- Some learners needed to create sentence structures beyond simple ones and explore the range of connectives that they could use.
- Learners need to avoid using comma splicing to demarcate sentences.
- There was evidence of inconsistency of verb tenses in many learners' work. Examples include: 'the alien came and takes me'; 'I got up and goes downstairs'.
- Learners needed to check their work to detect grammatical errors.

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- A few stories did not have consistent punctuation at all apart from capitalisation at the beginning and a full stop at the end. These learners needed to read their work carefully to try and identify where punctuation should be used.

Ww – word structure (spelling)

Comprehensive responses

- Most learners demonstrated a sound knowledge of high frequency words.
- Many learners were able to use their blends, patterns and knowledge of polysyllabic words, effectively.
- Some learners showed confidence and ambition when spelling a wider range of structures including unfamiliar words with more complex letter patterns and commonly confused spellings.

Limited responses

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

3 Cambridge Primary Checkpoint Mathematics 0096

3.1 Cambridge Primary Checkpoint English Mathematics 0096 – Component 01

Key messages

What candidates did well

- Learners were well prepared to demonstrate their understanding of the Cambridge Primary Mathematics curriculum.
- Learners paced themselves well and many attempted most questions.
- Learners answered coordinate questions well on this paper.
- Learners demonstrated a good understanding of adding fractions.
- Learners selected the correct number operation in most word problems.
- They had a good grasp of written methods for all number operations and knew the order of operations. They were able to compose numbers that had been decomposed. Questions involving place value were generally well answered when the number did not include decimals.
- Learners were able to reflect shapes accurately.

What candidates needed to improve

- Learners would benefit from more work on multiplying and dividing fractions by integers. They were less confident working with number operations that involved decimals.
- Learners need to be careful when completing long division calculations, ensuring that they select the final answer correctly and not a value embedded in the workings (see **Question 19**).
- When answering explain questions, learners needed to re-read the question followed by their answer to ensure they had answered the question appropriately. Learners need to use concise language and where possible answer mathematically.
- Learners should be given more opportunities to practise similar questions to develop their skills in identifying ways to improve data collection.
- Learners were unsure of waffle diagrams. Learners should ensure they do not use shading and that any patterns used are reflected in the key.
- Learners would benefit from more experience in constructing reflex angles with a 180-degree protractor.
- Learners should ensure they cross through workings they do not want to be considered. They should only do this when they have workings to replace these with and not just when they reach their final answer. When drawing diagrams or engaging in matching questions, learners should cross through lines they realise are incorrect.

Comments on specific questions

Question 1

Comprehensive responses

- Some learners answered this question well. Some accompanied their answers with the calculations $0.5 + 1$ then $1.5 + 1$ to help with finding the two values.

Limited responses

- A common incorrect answer was 1 and 1.5 where they had counted in steps of 0.5 instead of 1.
- Another common incorrect answer was 0.6 and 0.7 where they had counted in steps of 0.1.

Question 2

Comprehensive responses

- Many learners gave the correct answer without evidence of workings. These learners may have seen the 4 cubes comprising the top layer of the shape and then doubled this for the bottom layer. Some left markings on the cubes where they had counted the cubes.

Limited responses

- 24 was a common incorrect answer where they had counted the squares visible on the diagram and then doubled this for the faces they could not see. Others wrote $6 \times 4 = 24$.
- 7 was also a common incorrect answer, which may have been from counting the 7 cubes they could see in the diagram (not realising one cube was hidden).
- Some learners did not attempt the question.
- Learners would benefit from exploring 3D shapes using cubes.

Question 3

Comprehensive responses

- This question was well answered by many learners. Few workings were seen.
- Some wrote $400 + 400$ or 400×2 . Some used ratio.

Limited responses

- Some learners were unsure how to answer the question. Some added the numbers from the question ($400 + 8 + 16$). These learners would benefit from exploring word problems and 'telling the story' of what calculations they will need to use.
- Some learners divided 400 by 16 to find the amount needed for one person. They did not then multiply by 16 or they made arithmetic errors in their method. This was not the most efficient method to use.
- Some calculated 400×16 where they misinterpreted the 400 g as being for one person only.

Question 4

Comprehensive responses

- Some learners answered this question well and demonstrated an understanding of subtracting a positive number from a negative number.

Limited responses

- A common incorrect answer was -3 where they had added 4 instead of subtracting 4.
- Some learners drew a number line which is a good strategy to visualise the calculation. They then sometimes worked along the number line in the incorrect direction.

Question 5

(a) Comprehensive responses

- Most learners answered this coordinates question well. They were able to give the coordinates of a point lying in a positive x and negative y -value.

Limited responses

- The most common incorrect response was to reverse the x and y coordinates and write $(-2, 1)$.

(b) Comprehensive responses

- Learners answered this question well. Many learners did not complete the sides of the square as they could visualise the completed shape without having to draw in the sides.

Limited responses

- Incorrect answers seen were from drawing a parallelogram with a point at $(-3, -2)$.
- Some learners did not attempt this part of the question and may not have seen part (b).

Question 6

Comprehensive responses

- This reflection question was very well answered by most learners. Learners were required to reflect the triangle using the diagonal mirror line. One side of the triangle lay on the mirror line.

Limited responses

- Incorrect responses showed inaccurate drawings where the reflected vertices were out of tolerance. Learners would benefit from using a ruler when drawing these diagrams to ensure they are accurate and from plotting the vertices first before drawing the sides.
- Other incorrect answers included translations.

Question 7

Comprehensive responses

- Many learners answered this question well and demonstrated an understanding of multiplying and dividing a proper fraction by an integer.
- Learners answered the multiplication question correctly more often than the division.

Limited responses

- Some learners incorrectly wrote $\frac{4}{10}$ as the answer to the multiplication. They had multiplied both the numerator and denominator by 2. They also wrote $\frac{3}{5}$ for the division where they had divided both the numerator and denominator by 2.
- Learners would benefit from investigating the effect on the numerator and denominator when multiplying or dividing by 2, rather than learning a method which they cannot explain and do not recognise when an error has been made. This will enable them to approach these questions with more understanding.

Question 8

Comprehensive responses

- This question was well answered by most learners. Written calculations were seen for 2250×3 .

Limited responses

- Some learners reached the incorrect answer from the correct method. They had made arithmetic errors in their calculation.
- Learners could improve their responses by estimating their answer first.
- A common incorrect answer was 6753 where they had calculated $0 \times 3 = 3$ when multiplying their ones digits.
- Some learners gave 750 as their answer where they had divided 2250 by 3 to find how many letters were delivered each day.

Question 9

Comprehensive responses

- This question was well answered by most learners.
- Some learners wrote column addition calculations for each option. This was not the most efficient method to compose numbers though often led to the correct calculations being selected.

Limited responses

- Some learners only indicated one correct calculation. Learners should be reminded to check all the calculations when a question asks for 'all'. Both correct calculations were needed.
- A common incorrect selection was the first calculation where place value had not been considered.
- Learners would benefit from exploring and discussing similar examples of composing and decomposing numbers. They need to identify the most efficient method in finding the correct calculations.

Question 10

Comprehensive responses

- This question was quite well answered by many who recognised that the decimal would be greater than 1 and less than 2.
- Some wrote calculations with the final step being 7 divided by 4 (equivalent conversion of $1\frac{3}{4}$ to $\frac{7}{4}$)
- Some split the decimal into 2 stages, writing $\frac{75}{100}$ as 0.75 first.

Limited responses

- Some learners made errors in the place value, and their answers used the digits 175.
- Some errors were from arithmetic errors in their calculations, for example, when dividing 7 by 4.
- Some wrote their answer as a fraction ($\frac{175}{100}$) or wrote 0.75 ($\frac{75}{100}$) having left out the 1.
- Some wrote 0.175 which had the incorrect place value.

Question 11

Comprehensive responses

- This thinking and working mathematically question asked learners to match properties with the correct type of triangle. All four properties were to be matched correctly. Many learners demonstrated a good understanding of triangle properties.
- Some learners sketched the different triangles to help visualise the shapes and their properties.

Limited responses

- Some learners confused the names of the triangles, and the matching was in reverse.
- A common incorrect answer was to join the 'no lines of symmetry' and 'no equal angles' to the isosceles triangle.
- Some learners did not join all four properties, drawing fewer than 4 lines.

Question 12

Comprehensive responses

- This question was very well answered by most learners.
- Some learners used the inverse calculation to check their answer.
- Learners should ensure they estimate their answers first.

Limited responses

- Many learners who did not find the correct answer demonstrated an understanding of the calculation needed. Arithmetic errors were seen in their workings.
- A common incorrect answer was 13. This was from an arithmetic error in their final step of 15 divided by 15.

Question 13

Comprehensive responses

- This order of operations question was quite well answered by some.
- Some learners wrote calculations for each option and recorded their answers. This was not the most efficient method though often resulted in the correct selection.

Limited responses

- A common incorrect answer was to select the first calculation. This is where learners had added $15 + 5$ first then multiplied. This does not follow the correct order of operations.
- Some learners selected more than one calculation. Learners need to examine questions and discuss the key words that indicate if more than one needs to be selected.
- Some learners wrote the incorrect answer to the given calculation. 1000 was seen.
- Learners would benefit from exploring similar order of operation questions and exploring how this order affects the answer.

Question 14

Comprehensive responses

- Some learners answered this simplifying a fraction question well.
- Some learners did not use the most efficient method to simplify. They often simplified in multiple steps rather than seeing that both numbers were $\times 50$ or $\times 10$.

Limited responses

- Some incorrect answers were from partially simplifying. The most common equivalent fractions seen were $15/25$ or $6/10$.
- Some learners incorrectly simplified as they made arithmetic errors. They knew the method to use. They made arithmetic errors in their times tables.
- Learners would benefit from further exploration of simplifying fractions by identifying common factors of numbers.

Question 15

Comprehensive responses

- Some learners answered this thinking and working mathematically question well.
- Most learners demonstrated their knowledge of area or perimeter well.
- The most common correct answer was the area.

Limited responses

- Some learners reversed the answers as they had confused area and perimeter.
- A common incorrect answer for area was A and D (same proportions).
- For perimeter, a common incorrect response was C and D.
- There were not many workings on the shapes which would have helped them indicate those with the same area and perimeter.
- Some learners used all four letters and may have thought that this was a requirement.

Question 16

Comprehensive responses

- Learners who answered this thinking and working mathematically 'improving' question well focused on the word 'overnight.' They either suggested recording more frequently through the night, gave more times to take the temperature in the night, or said they needed to record the temperature in between the given times.

Limited responses

- This question was not well answered by many.
- A significant proportion of learners omitted this question.
- Some incorrect answers came from describing how to find the difference between the two temperatures or how to represent the data collected. Some focused on a fair test and repeating the experiment to make the results more accurate. Some said they should use a thermometer or record the temperature in a different season.
- Learners will benefit from discussing similar examples where the experiment has been conducted and the data collected then suggesting ways it can be improved upon.

Question 17

Comprehensive responses

- This question was answered well by many learners.
- Some learners drew a sketch of a circle so they could identify the part of the circle (radius) that the question was asking about.

Limited responses

- A common incorrect answer was 4 cm.
- Some learners tried to calculate the circumference of the circle ($16 \times 3.14 = 50.24$).
- Some gave an answer of 16 cm from incorrectly identifying the diameter of the circle when the radius was required.

Question 18

Comprehensive responses

- Many learners answered this addition of fractions question well. They found a common denominator.
- A range of equivalent fractions were seen. Most learners left the answer as an improper fraction as this is what the answer box indicated. Some converted their improper fraction into a mixed number.
- Some learners incorrectly simplified the fraction after the correct fraction was reached.

Limited responses

- Some learners made arithmetic errors in adding the numerators once a common denominator had been found.
- The most common incorrect answer was $13/10$ where learners had added the numerators and the denominators without finding a common denominator.

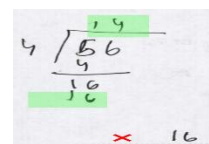
Question 19

Comprehensive responses

- This order of operations question was well answered by most learners. Evidence of calculations was seen where the bracket had been calculated as 4 followed by 56 divided by 4.

Limited responses

- Some learners made arithmetic errors when calculating the subtraction or the division. They demonstrated the correct method to use. Some left their answer as $56/4$ and needed to fully evaluate this.
- Some learners selected the incorrect value from their division. They chose 16 instead of 14 as the answer.



Question 20

Comprehensive responses

- Some learners demonstrated an understanding of tests of divisibility by 6.
- Many demonstrated efficient methods by checking if it was firstly divisible by 2 and 3.

Limited responses

- Incorrect answers were from just selecting the 408 or 408 and an incorrect answer.
- Some learners selected the two incorrect answers that included the odd number. These learners may have used the digit sum where $3 + 2 + 7 = 12$ which is one method to check divisibility.
- Learners would benefit from further exploration of numbers and testing divisibility.

Question 21

Comprehensive responses

- This question was not well answered by some learners. The calculation was a decimal number multiplied by a 2-digit number.

Limited responses

- Some learners knew the method to use. They made arithmetic errors calculating the multiplication.
- Some learners removed the decimal point to calculate the multiplication. They then did not replace the decimal point and wrote an answer of 2250.
- A common incorrect answer was 30.5 where learners had added 12.5 and 18.
- Learners should be guided to use estimation before calculating. They can then see if their answer is reasonable.

Question 22

Comprehensive responses

- This question was well answered by some learners.
- Some found $1/6$ of 72 then multiplied this by 7.
- Other learners wrote the calculation as a multiplication and simplified to reach $7 \times 12 = 84$.
- Others did not simplify first and reached $504/6$ which they then reduced to an integer.

$$\begin{aligned} & \frac{7}{6} \text{ of } 72 \\ &= \frac{7}{6} \times 72 \\ &= \frac{7 \times 72}{6} \\ &= \frac{504}{6} \\ &= 84 \end{aligned}$$

$$\begin{aligned} & 7 \times 12 \\ &= 7 \times 12 = 84 \end{aligned}$$

$$\begin{aligned} & \frac{1}{6} \text{ of } 72 = 12 \\ & \frac{12}{7} \times 7 = 84 \end{aligned}$$

Limited responses

- Some learners correctly carried out the calculation. They then left their answer as an unevaluated fraction (504/6).
- Some incorrect answers were reached due to arithmetic errors rather than incorrect methods.
- Learners should be reminded to estimate their answer so they can see if their answer is reasonable (over 72).

$$\frac{7}{6} \text{ of } 72$$

$$\frac{7}{6} \times \frac{72}{1} = \frac{504}{6}$$

$$\begin{array}{r} 72 \\ \times 7 \\ \hline 504 \end{array}$$

$$\frac{504}{6}$$

Question 23

Comprehensive responses

- This thinking and working mathematically question was well answered by many learners. They used convincing skills to explain their interpretation of two graphs and explaining why Lily is not correct.
- Learners who answered this question well referred to the two comparable rainfall amounts for Newtown and Springfield in June. Some referred to the scale on the y-axis increasing in 2s for one and 5s for the other. Some referred only to the fact that the highest rainfall was in Springfield in June.

Limited responses

- Common incorrect answers seen were learners referring to the total of the rainfall in the 3-month period.
- Some wrote that they needed to record the rainfall in other seasons, in other months and in other places.

Question 24

Comprehensive responses

- Some learners answered this waffle diagram question well.
- Some wrote the number of squares next to the fruit to ensure all 10 squares were used.
- Some learners used patterns and shading and amended the key so there was no ambiguity about which fruit was being represented by each shading or pattern.

number sold	
2	1
8	4
6	3
4	2

Limited responses

- Some learners used the correct number of fruit. They did not group them correctly in the table (see the diagram).
- Some learners were not familiar with the workings of a waffle diagram. The question needed learners to see that each section in the diagram represented 2 fruit. They also needed to group those fruit correctly in the diagram.
- Some saw the grid as a template for a table and rewrote the information as a table (see the diagram).
- Some learners used shading for the different fruit. They needed to also amend the key so the fruit could be identified.
- Some learners divided the grid into 20 sections or extended the grid to include 10 additional sections. They did not recognise the need to work out that one section represented 2 fruit.
- Learners would benefit from further exploration of waffle diagrams and when they are useful for representing data.

fruit sold				
K	O	A	B	B
O	A	A	B	B

fruit sold				
k	B	q	0	total
2	8	6	4	20

Question 25

Comprehensive responses

- Some learners answered this data collection question well. They carefully read the purpose of the data collection and chose the correct question to ask which would give the best data for the investigation.

Limited responses

- Learners need to ensure they read the instructions carefully and consider the options before choosing the most suitable question.
- Some learners selected more than one question.

Question 26

Comprehensive responses

- This question was well answered by most learners. They demonstrated that they could multiply and divide numbers (including decimals) by 100 and 1000.

Limited responses

- Learners often answered the division correctly. The errors in the multiplication may have been because it was a decimal number multiplied by 100.
- Some learners attempted written calculations as they did not recognise the movement of digits when multiplying or dividing by a power of 10.

Question 27

Comprehensive responses

- Some learners answered this question well and demonstrated that they understood place value by aligning the digits correctly before calculating their subtraction.
- Some learners demonstrated a good understanding of the calculation needed and place value involved.
- Some learners repeated the calculation or inverse calculation as a check.

$$\begin{array}{r} 251.420 \\ - 175.135 \\ \hline 176.285 \end{array}$$

$$\begin{array}{r} 4 \\ 75.135 \\ \times 2.315 \\ \hline 223.075 \end{array}$$

Limited responses

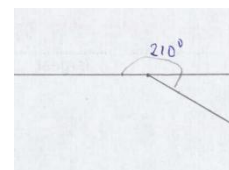
- Some learners did not align the digits correctly before subtracting.
- Some attempted the subtraction in the incorrect order, seeing 75.135 as the larger number (see example).
- Some did not recognise the need to add a 0 to 251.42 and this often resulted in the answer 176.295 (see example).

$$\begin{array}{r} 175.135 \\ - 251.42 \\ \hline 176.295 \end{array}$$

Question 28

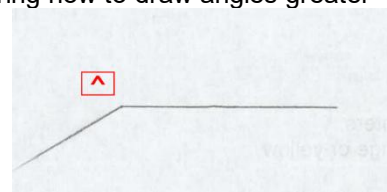
Comprehensive responses

- Some learners did not answer this question well. Good responses saw angles drawn in tolerance and correctly labelled.
- Many learners demonstrated that they had drawn the 180 degrees first and then added the 30 degrees. They then indicated the whole angle (210) using an arc.
- Calculations of $360 - 210 = 150$ were seen, then a 150 degree angle drawn. When labelling the 210 degree angle, some called it 'reflex.'



Limited responses

- Some learners omitted the question and may not have had a protractor. Some wrote that their protractor only went up to 180 degrees. These learners would benefit from exploring how to draw angles greater than 180 degrees.
- Some learners drew a correct angle (150/210 degrees). They then did not indicate which angle they were offering as 210 degrees.
- Some learners drew an angle of 330 degrees where they had misread the angles on the protractor.



Question 29

Comprehensive responses

- This word problem was not very well answered by many learners. The calculation needed was a 1-digit decimal number divided by a 2-digit integer.
- Most learners used a written calculation.

Limited responses

- A common incorrect answer was 3.5 from a place value error when dividing 0.9 by 18.
- Many learners wrote 3 and then stopped in their calculation at this final step.
- Some learners incorrectly chose multiplication where they thought that one bag was 54.9 and they needed 18 bags. Learners should be advised to re-read the question and think about the 'story' of the question. Underlining the key words 'divides' and 'each pile' will help direct them to the correct operation to choose.
- A significant proportion of learners did not attempt this question.

Question 30

Comprehensive responses

- Some learners answered this question well. Some learners converted the numbers into decimals for comparison. Very few chose to convert to fractions as this was a less straightforward method and often led to errors.

Limited responses

- A common incorrect answer reversed the order of 1.02 and 1.1.
- Some reversed the order of $\frac{7}{10}$ and $\frac{3}{4}$.
- Some learners reversed the order, starting with the largest, and did not amend the labels.

Question 31

Comprehensive responses

- This question was not well answered by many learners and often few methods were seen.
- There were few methods seen for answers of 7 other than $\frac{1}{3} = \frac{4}{12}$. They had calculated the $12 - (1 + 4) = 7$ mentally.

Limited responses

- A common incorrect answer was 3 and evidence of calculations were $4 - 1 = 3$. Others wrote $5(4 + 1)$ and some wrote $2(3 - 1)$.
- Some learners indicated that red was $\frac{1}{3}$ and therefore the total was 12. Some then recorded that 12 was yellow or weren't sure how to calculate yellow. Some learners may have thought information was missing as some stopped in their calculations.
- There was a significant proportion of learners who did not attempt this question.

Question 32

Comprehensive responses

- Some learners answered this mutually exclusive and not mutually exclusive question well.

Limited responses

- Some incorrect answers showed learners confusing mutually and not mutually exclusive.
- The most common incorrect answers were, 'spins a number smaller than 4' and 'spins a prime number.'

Question 33

Comprehensive responses

- Some learners answered this specialising thinking and working mathematically question well.
- Learners who answered this question well recognised that the larger stamp needed to be \$3 more than the smaller stamp. Or they recognised that three of the smaller stamp plus one of the larger stamp would equal \$39.
- Many used trial and improvement methods to find a pair of numbers. Learners achieving well on this question often showed their workings.

Limited responses

- A significant proportion of learners did not attempt this question. It may have been because it is the final question on the paper.
- Some learners only responded to one requirement of the numbers, either the larger being \$3 greater than the smaller or three smaller plus one larger is \$39. When writing two numbers with a difference of 3, workings were often not seen.
- Learners would benefit from substituting their numbers back into their equations to check they reached \$39. This is a good strategy for checking.

 represents the cost of a small stamp in \$ 0

 represents the cost of a large stamp in \$ 0 + 3

Priya knows that

 + \$3 = 

and

 +  +  +  = \$39

Calculate the cost of each stamp. 0 + 3 = 3 36 ÷ 4 = 9

Write a number in each gap to complete the statements.

 represents \$ 9

 represents \$ 12

and

$$\begin{array}{c} 3 \\ \text{Penguin} \end{array} + \begin{array}{c} 3 \\ \text{Penguin} \end{array} + \begin{array}{c} 3 \\ \text{Penguin} \end{array} + \begin{array}{c} 20 \\ \text{Elephant} \end{array} = \$39$$

Calculate the cost of each stamp.

Write a number in each gap to complete the statements.

 represents \$ 3

 represents \$ 20

3 Cambridge Primary Checkpoint Mathematics 0096

3.2 Cambridge Primary Checkpoint English Mathematics 0096 – Component 02

Key messages

What candidates did well

- Learners demonstrated a good understanding of the Cambridge Primary Mathematics curriculum and were prepared for the paper.
- Learners demonstrated good working knowledge of number: cube numbers, place value, and number sequences.
- They knew how to find the median when exploring average.
- Many learners could find percentages of shapes.
- They demonstrated an understanding of position and term.
- Learners were willing to attempt questions they were unsure of and show their workings. They should be guided to give workings for values they have calculated.
- Learners consistently used decimal points in the correct place and commas as thousands separators. This should be encouraged on the Checkpoint paper.

What candidates needed to improve

- Paper 2 is a calculator paper, and learners need to ensure they use their calculator to calculate or check answers to eradicate any arithmetic errors. Recording their methods helps with this checking as they review their work.
- Learners would benefit from looking at coordinates that include fractions or decimals.
- Explain questions can be explored further in a range of topics – trying to give a mathematical explanation where possible and avoid giving a minimal answer. Reading the question with their answer as a final check is a good strategy.
- Learners would benefit from exploring and discussing irregular shapes for translations or rotational symmetry.
- The pie chart word problem (**Question 28**) was not well answered and learners would benefit from further exploration of this data representation.
- Learners should be advised not to draw over their work or diagrams in pen as this can make some responses harder to read.
- Digit formation for 7 and 1 should be differentiated and care taken over the digits 4 and 9.

Comments on specific questions

Question 1

Comprehensive responses

- Many learners answered this ratio question well.

Limited responses

- A common incorrect answer was 1 where learners had calculated 20 divided by 2 is 10 so 10 divided by 10 is 1.
- Another incorrect answer seen was 4 (10 divided by 2 is 5, 20 divided by 5 is 4).

Question 2

Comprehensive responses

- This question about cube numbers was well answered by most learners. Workings were not shown.

Limited responses

- The most common incorrect answer was 9 (3×3).
- Some wrote 81 (squaring the answer to 3×3).

Question 3

Comprehensive responses

- This probability question was not well answered by many learners. There was a variety of answers selected.

Limited responses

- Learners did not recognise that the more you do an experiment, the more reliable the data will be. They may have been thinking about the length of time the experiment would take and what was manageable rather than which method would give the most reliable results.
- Many learners ticked more than one box.

Question 4

Comprehensive responses

- This order of operations thinking and working mathematically question was well answered by many learners. Learners used convincing skills to explain whether Eva's method was correct or not.
- Successful learners ticked 'no' and explained that multiplication comes before addition.
- Some learners stated that Eva's answer would be 40 and that the correct answer is 25.

Limited responses

- Some learners only stated that Eva needed to use BODMAS (PEDMAS) without explaining what this acronym means. Learners need to ensure they fully explain their answer.
- Some learners commented that brackets were needed. The brackets would not make a difference in this question as multiplication always comes before addition.
- Some learners selected 'yes', then continued to give a correct explanation. 'Yes' was part of their answer. Learners need to read the question along with their answer to check it is correct.
- All mathematics stated in their answer also needs to be correct.

Question 5

Comprehensive responses

- This question required learners to calculate the area of a right-angled triangle and was well answered by many learners. Some learners did not include workings as the mathematics could easily be calculated mentally and some learners will have used a calculator.

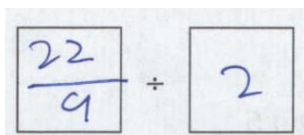
Limited responses

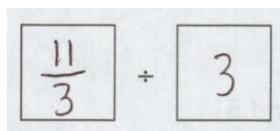
- Some learners wrote 100 where they had missed the last step of dividing by 2.
- Other incorrect answers were 20 (adding 10 and 10), 40 (4×10 as the perimeter) or 30 (3×10) with each side of the triangle being seen as 10.
- Other incorrect answers were often from arithmetic errors using correct methods.

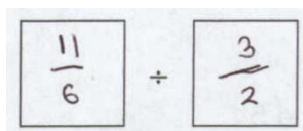
Question 6

Comprehensive responses

- This question was answered well by some learners. Not all learners gave the most straightforward answer of 11 divided by 9. They gave a range of answers using fractions, mixed numbers and decimals as integers had not been requested in the question. Correct alternative answers seen more commonly were:


$$\frac{22}{9} \div 2$$


$$\frac{11}{3} \div 3$$


$$\frac{11}{6} \div \frac{3}{2}$$

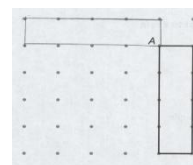
Limited responses

- A significant proportion of learners did not attempt this question.
- A common incorrect answer was 22/18 divided by 2 (where learners divided both the 22 and 18 by 2).
- Another common mistake was 9 divided by 11.

Question 7

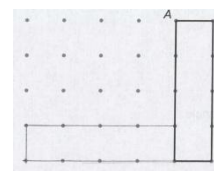
Comprehensive responses

- This transformation question was not well answered by some.
- Learners who answered this question successfully correctly identified the point of rotation. They then counted the squares to draw the correct line.
- Some learners used working lines (drawing 90 degree lines) to help align the rotation.



Limited responses

- Common incorrect answers were to draw the bar in an incorrect position (one square higher – see example).
- Some learners rotated the shape in an anticlockwise direction around vertex A.
- Some learners rotated the shape from a bottom vertex (see example).
- Learners often demonstrated an understanding of 90 degrees as being a quarter turn.



Question 8

Comprehensive responses

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

Limited responses

- Not many workings were seen where the learner continued drawing the spatial pattern. Learners may not have been familiar with triangular numbers.
- The most common incorrect selections were $3 + 3 + 3$ and $4 + 4 + 4 + 4$.

Question 9

(a) Comprehensive responses

- This question was very well answered by most learners. They demonstrated a good understanding of percentage of shapes.

Limited responses

- A common incorrect answer was 20, often accompanied by $100 \div 4 = 20$. This was from an arithmetic error, and the learners had not used their calculator to check.
- Some learners wrote 75% where they had possibly misread the requirement as 'unshaded'.

(b) Comprehensive responses

- This part of the question was very well answered by most learners. They had to identify 20% of 10 squares. The most common response was to shade the first two squares.
- Some learners wrote '10' in each square which demonstrated adding 10 lots of 10 to make 100.

Limited responses

- A common incorrect response was shading 4 of the squares and some learners shaded 2.5 squares.

Question 10

Comprehensive responses

- This question was very well answered by most learners. They demonstrated an understanding of term and position.

Limited responses

- 60 was a common correct answer for position 10 with an incorrect term for 42.
- Some learners calculated the position for 42 as 252 (42×6).
- Some learners calculated positions for 42 as one away (6 or 8) which may be from an arithmetic error.
- Learners need to make use of the calculator in Paper 2 to check their answers.

Question 11

Comprehensive responses

- This question was well answered by most learners. Learners demonstrated an understanding of place value.

Limited responses

- A common incorrect answer was to circle the 1 where they had misread thousandths and thousands.
- Some learners circled the 5 hundredths digit.
- Some learners circled the 0. If learners use a decimal point as a thousands separator, then the 0 would be in the thousands position. They need to recognise the use of the decimal point here to separate the ones and tenths.

Question 12

Comprehensive responses

- Most learners answered this question quite well. They sometimes showed workings of $60 + 30$.
- Some learners wrote 1.5×60 to find 90. This was the most efficient method.

Limited responses

- Some learners wrote the incorrect answer of 110. This was from $60 + 50$ where learners had incorrectly added 50 as 0.5 of an hour.
- Some learners wrote '1 hour and 30 minutes' and did not convert the whole decimal hour to minutes. They demonstrated that they knew an hour was 60 minutes.
- Learners would benefit from more experience in converting decimal hours into minutes.

Question 13

Comprehensive responses

- This thinking and working mathematically probability question was not well answered by some. Learners had to select all the events that were unlikely and so demonstrate skills of classifying. Successful learners ticked one event, 'Jamila rolls a number greater than 5', and needed to consider the other events in response to the word 'all' which implies there may be more than one.

Limited responses

- A common incorrect response was to select the event 'Jamila rolls a two-digit number' which was impossible.
- Some learners were seen to use the strategy of elimination with some confusing the terms 'unlikely' and 'impossible'.

Question 14

(a) Comprehensive responses

- This question was quite well answered by most learners. They demonstrated an understanding of median. The numbers were already ordered so learners were often seen circling the 5 in the list.

Limited responses

- Some incorrect responses were from confusing median with mean.
- Some wrote 9 (mode).

(b) Comprehensive responses

- Learners demonstrated they could find the mean as this was well answered by many learners. Successful learners demonstrated the correct method by calculating the total of 42 and then dividing by 7.

Limited responses

- Some incorrect responses were due to arithmetic errors where learners may not have used their calculators. Some learners found the correct total then incorrectly divided by 6 from miscounting the number of masses.
- Some learners confused mean with median (5) or range (7).
- Learners would benefit from further exploration of these terms relating to average.

Question 15

Comprehensive responses

- This question was well answered by many learners. The surface area of one face was given in the question. Learners needed to recognise that the cube has 6 faces and multiply this by 4.

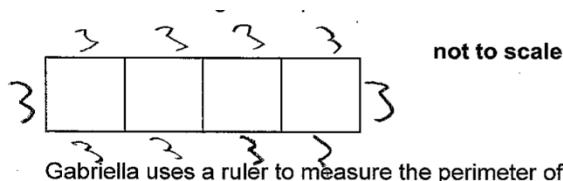
Limited responses

- The most common incorrect answer was from arithmetic errors when calculating 4×6 .
- Some learners incorrectly multiplied 4×4 where they may have not included the top and bottom of the cube.
- Some learners wrote 64 (volume) and some 96 was from interpreting the 4 as the length of a square side, so $4 \times 4 = 16$ and $16 \times 6 = 96$ for 6 faces of the cube.

Question 16

Comprehensive responses

- This thinking and working mathematically question was not well answered by learners. Learners were to demonstrate their improving skills and suggest a way Gabriella could calculate the perimeter of the shape without measuring.
- Some learners wrote '3' on each side and then recognised they could do 10×3 as there were 10 square sides on the perimeter.
- Some learners calculated one length as $4 \times 3 = 12$. They then added one width ($12 + 3 = 15$) and then multiplied this by 2 ($15 \times 2 = 30$). Some recorded this as $3 \times 4 + 3 + 3 \times 4 + 3$ or $3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$.
- These are some good responses from learners who used mathematical explanations.



Suggest a way to find the perimeter **without** measuring.

$$10 \times 3 = 30 \text{ cm}$$

She should count all the sides top is 12 and bottom is 12 and the sides are 3. So $12 + 12 + 3 + 3 = 30$.

[1]

Limited responses

- Common incorrect responses were when learners stated that you 'count the sides and multiply by 3'. This response was ambiguous as the number of sides on the pattern could be read as 10 or 4 or something else. Learners needed to indicate this.
- Some learners said that each square has 4 sides so then multiply this by 4 as there are 4 squares ($4 \times 3 = 12$ then $12 \times 4 = 48$).
- Some wrote their answer as 12 (the perimeter of one square only).
- Some learners incorrectly used the units cm^2 in their answer which demonstrated a confusion between perimeter and area.
- Many responses demonstrated learners had some understanding. Their explanations did not give the detail of the complete method that was needed.

Question 17

Comprehensive responses

- This thinking and working mathematically question asked learners to classify numbers that could be in a given sequence. It was well answered by most learners. They identified that the sequence was multiples of 4 and calculated divisions to test each number to classify them as a multiple of 4 or not.

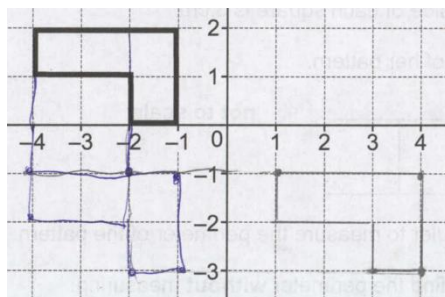
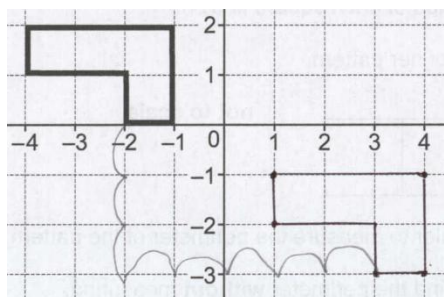
Limited responses

- The most common incomplete answer was to only circle 32 as a known multiple of 4.
- Circling 126 was the most common incorrect answer. Many realised 15 was not an option as it was odd. This was rarely selected.

Question 18

Comprehensive responses

- This transformation question was well answered by many learners. They demonstrated an understanding of translation.
- Most shapes were plotted carefully and vertices were in tolerance.
- Some learners used working lines to track one vertex to its new position.
- Some learners drew a working shape (generally 3 squares down) before drawing the shape in its final position.



Limited responses

- Incorrect responses showed learners translating the shape down 3 and sometimes 4 or 6 to the right from miscounting.
- Some translated the shape 5 squares to the right then the incorrect number of squares down, for example, 4 down and then drew the shape in its new position.
- Some shapes drawn were not congruent to the original shape.
- Learners would benefit from exploring translation of irregular shapes.

Question 19

Comprehensive responses

- This question was answered well by a few learners. Some identified the two different isosceles triangles using 80 degrees as at least one of the angles.
- Some identified one correct triangle using 80 degrees. Some learners gave the same set of angles twice where they had missed that the two triangles needed to be different.

Limited responses

- Some learners did not use the 80 degrees from the question. They recognised the properties of an isosceles triangle and gave a set of angles that added to 180 degrees where two angles were the same.
- Some learners wrote a set of angles on the triangle with two angles the same and where the total of the angles was not 180 degrees. Some also used angles that were greater than 100 for two or three angles.
- Learners would benefit from underlining the key words in the question and ensuring they have followed the instructions carefully. Many learners demonstrated that they understood the properties of an isosceles triangle.

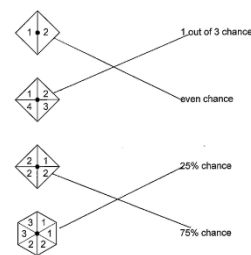
Question 20

Comprehensive responses

- Many learners answered this probability question well.
- Some learners included workings to show each as a percentage or fraction.

Limited responses

- Common incorrect responses seen were to join the second spinner to 1 out of 3 chances and the last spinner to 25% chance (see diagram). The most common correct labels were the first and the third spinners.
- Some learners did not join every spinner to a probability.



Question 21

Comprehensive responses

- Many learners answered this question on square numbers well. Very few learners wrote workings.
- Some learners wrote all the numbers up to and including the 8th term.

Limited responses

- Some learners wrote 34 (from incorrectly adding 5 to 9 and then to each term until the 8th term).
- Some calculated the 8th term as 81 which is the 9th term (miscount).
- Some wrote 28 where they had added 3, then 5, then 3, then 5 until the 8th term.

Question 22

Comprehensive responses

- Some learners answered this net of a shape question well. They were to identify the faces in a 3D shape net from a selection of 2D shapes. Some drew the extra faces on the net diagram in the grid.
- Many learners made a few attempts to answer this question and a range of strategies were seen. Some strategies seen were: adding faces to the net in the diagram, and marks showing counting of the edges of the faces that could be selected.

Limited responses

- A common incorrect answer was to select the two pentagons instead of the two hexagons or the two rectangles.
- Some learners selected two different shapes (1 of each).
- Learners would benefit from the opportunity to explore nets of 3D shapes and to discuss the faces seen in each.

Question 23

Comprehensive responses

- Learners who answered this circle question well used the ruler and compasses carefully. They positioned their circle in the centre of the page.

Limited responses

- Some learners made multiple attempts and needed to indicate their final answer, as not all circles drawn were then in tolerance.
- Some learners tried to draw a circle freehand, implying they did not have access to compasses.
- Some learners tried to draw the same size circle as the top of the page even though 'not to scale' was written.
- A common incorrect response was a circle with a diameter of 14 cm where they had misunderstood the 7 cm to be the radius.

Question 24

Comprehensive responses

- This rounding question was well answered by some learners who correctly identified both numbers.
- Some learners identified one of the correct numbers or selected both correct numbers with one additional incorrect number.
- Learners were often seen to round the numbers before selecting their answers.

Limited responses

- A common incorrect response was 99.59 or 100.20 where they had rounded to the nearest whole number.
- Some learners selected the two correct with both 99.59 and 100.20.
- Learners would benefit from exploring rounding further and categorising numbers according to their rounding. They also need to recognise that 100.0 is rounded to the nearest tenth, not the nearest whole number (which would be 100).

Question 25

Comprehensive responses

- This coordinate question was not well answered by many of the learners. Both the x and y coordinates of the point to be plotted were written as fractions.
- Successful learners sometimes converted the fractions to decimals before plotting their point.
- Markers were often seen on the axes to indicate where $-1/2$ and $-5/2$ would be. Sometimes lines were drawn from these markers to find where the lines crossed and therefore where to plot the point.

Limited responses

- The most common incorrect answers indicated an understanding that the coordinates were half values, and their point was plotted in the middle of a square. A common placement was at $(-1.5, _)$ where they had calculated the incorrect place.
- Common incorrect responses were to plot at $(-1/2, 5/2)$ or $(1/2, 5/2)$ where the negative signs had been missed on one or both values.
- Some learners plotted two points at values such as $(-5, -2)$ and $(-1, -2)$ where they had misread the fraction coordinates.
- Learners would benefit from more experience of plotting coordinates that involve decimals and fractions.

Question 26

Comprehensive responses

- This thinking and working mathematically number question involving negative numbers was answered well by some learners. Learners were to consider the pattern made by a sequence of numbers reducing in steps of 5 and to write the first two negative numbers.
- Successful learners found the smallest positive numbers in the sequence and then subtracted 5 from those numbers. They recognised that the numbers end in 4 and 9 so calculated $4 - 5 = -1$ then $-1 - 5 = -6$.

Limited responses

- Common incorrect answers were -5 and -10 where they had assumed the sequence would reach 0 and then they subtracted 5.
- Some learners wrote $-4, -9$ where they presumed the pattern in the ones digit would remain the same into negative numbers.
- Some learners wrote -524 as one of the terms as the digits were the same as the final term in the list. Others wrote two numbers from the list which were positive numbers (most often 539 and 529). They had not understood that the numbers needed to be negative.

Question 27

Comprehensive responses

- This order of rotational symmetry question was well answered by some of the learners. The shapes were not regular and included patterns that needed to be considered when looking at rotational symmetry.

Limited responses

- Learners often demonstrated an understanding of rotational symmetry.
- Learners would benefit from further exploration of rotational symmetry. Some of the responses seen were from learners thinking the patterns affected the order in these examples. Some wrote order 1 for both examples.
- Some learners saw the second shape as a square and wrote 4 even though the pattern would keep the rotational symmetry as order 2.

Question 28

Comprehensive responses

- This pie chart question was not well answered by most learners.
- Learners who showed their workings had followed the steps to solving the problem. They had divided the 175 by 7 (7 sectors) and then multiplied their answer by 3 (for the 3 sectors for sugar). They also had no arithmetic errors in their workings. Those that did make arithmetic errors in a visible method could still have their method acknowledged.
- Most learners who calculated that the whole pie chart was 250 g then went on to reach the correct answer.
- Some learners identified the most efficient method to use.

Limited responses

- Common misunderstandings were dividing the 175 by 8 where learners had counted the dots around the pie chart to say that 175 was 8 sectors not 7. They then multiplied by 4 (4 dots in the sugar section). This was an incorrect method.
- Some learners wrote $200 - 175 = 25$ which was the most common incorrect calculation to reach 25 g. They had presumed the total of the pie chart was 200 g and not the 250 g which was the correct amount. These learners had reached the 25 g incorrectly and were often then seen to write the 25 grams in the pie chart for sugar. No evidence was seen for the value 200 g.
- Some learners divided 175 g by 2 as they had counted the dots as 8 sectors for strawberries and then counted the dots for the sugar as 4, which is half of the strawberries.
- Some learners attempted to use fractions or percentages.
- Learners would benefit from more examples of word problems using pie charts involving more than one step where they 'tell the story' of what they need to do.

Question 29

Comprehensive responses

- This thinking and working mathematically specialising question about angles on a straight line was well answered by many learners.
- Most learners chose only 3 angles as the question specified. A range of correct combinations was seen demonstrating a good understanding that angles on a straight line add to 180 degrees.

Limited responses

- A large proportion of learners did not attempt this question.
- A common incorrect answer was where the numbers added to greater or less than 180 degrees where learners may not have calculated the total correctly or may not have recalled correctly the total for angles in a straight line. Very few workings were seen to establish the reason for these incorrect answers.

Question 30

Comprehensive responses

- This thinking and working mathematically specialising question was not well answered by learners. Though many wrote digits to make two numbers that add to 120, these numbers were often not prime numbers.
- Some learners were seen to change their response when they may have realised their error.

Limited responses

- Incorrect answers seen were $77 + 43$ or $71 + 49$ where they had mistaken 77 or 49 are being prime numbers.
- Some learners also wrote even numbers, when a 2-digit even number cannot be prime.
- Another common incorrect answer was $75 + 45$.
- Learners should be advised to underline key words in the question as many had not identified the need for the 2-digit numbers to be prime numbers as well as to total 120.

Question 31

Comprehensive responses

- This question was not well answered by many learners.
- Some learners demonstrated an understanding of factors by writing lists of factors for 80 and 96. These learners were often more successful when finding the correct answer as they had lists of factors to explore.

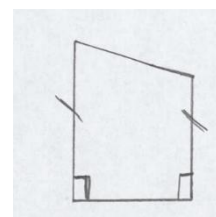
Limited responses

- A common incorrect answer was 8 where they had identified this as a common factor.
- Some learners listed other common factors: 1, 2 or 4.
- Some learners misunderstood 'factors' and wrote a common multiple such as 7680 (80×96).
- Many incorrect answers were not accompanied by workings. It was not clear how they had calculated their answers.
- A significant proportion of learners did not attempt this question.

Question 32

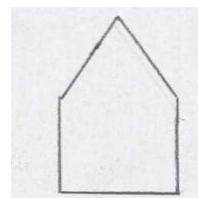
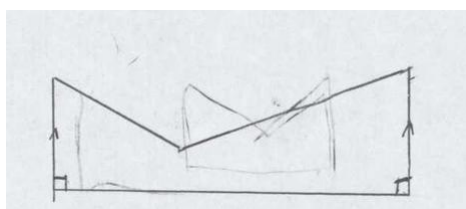
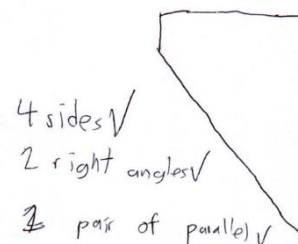
Comprehensive responses

- This question was not well answered by many learners. They were to sketch a quadrilateral that was described by its properties.
- Good answers seen had the right angles and parallel lines marked on their sketches (see example).
- Some strategies seen were to list the properties or to tick the properties in the question (see example).



Limited responses

- Some learners drew sketches that did not match their labels. They marked right angles that were greater or less than 90 degrees and parallel sides that were not parallel. Learners need to sketch carefully to ensure their drawings accurately reflect the shape they intended to draw so there is no ambiguity.
- A common incorrect answer was a kite, isosceles trapezium or a rhombus/parallelogram.
- Some learners did not draw quadrilaterals.
- A significant proportion of learners did not attempt this question.



4 Cambridge Primary Checkpoint Science 0097

4.1 Cambridge Primary Checkpoint English Science 0097 – Component 01

Key messages

What candidates did well

- Learners demonstrated knowledge and understanding across many areas of the framework, particularly for the circulatory system, changes of state, interpreting force diagrams and which forces and physical changes which take place in males during puberty.
- Learners were good at interpreting the information provided within tables and correctly used the data to answer questions.
- Learners were good at interpreting the information in the rock cycle diagram and correctly completed the labels to show when different processes occurred.

What candidates needed to improve

- Learners needed to improve their interpretation of the scales on graphs to quote data accurately.
- Learners needed to improve their skills in drawing ray diagrams to show reflection and refraction, using a ruler to draw straight lines.
- Learners needed to develop their descriptions of patterns in results to include both the dependent and independent variables.

Comments on specific questions

Question 1

(a) Comprehensive responses

- Many of the learners correctly selected circulatory system showing good recognition of this human organ system.

Limited responses

- The most common incorrect system selected was the respiratory system. The diagram does show the lungs; as blood is transported between the heart, the lungs, and the rest of the body within the circulatory system.

(b) Comprehensive responses

- Many of the learners correctly stated that the other type of blood vessel not shown in the diagram was the capillaries.

Limited responses

- Some of the learners found spelling capillaries challenging, and responses that sounded like "capillaries" were recognised.
- A few learners provided named arteries or veins, such as the aorta and the vena cava. These are not different types of blood vessels from those shown in the diagram.

Question 2

(a) Comprehensive responses

- Some of the learners correctly identified the two substances in the table which had properties of gases.

Limited responses

- Some also selected substance D along with substances A and B.
- Some of the learners selected substances C and D having the properties of gases. Probably as these substances do not have a fixed shape. They were also not compressible which is not a property of gases.

- (b) **Comprehensive responses**
- Some of the learners correctly identified another property of gases not listed in the table.
 - The most common properties selected were that gases have mass, do not have a fixed volume or they can easily flow.
- Limited responses**
- Some of the learners selected properties already provided within the table column headings in the question. With the most common property being selected that gases do not have a fixed shape.
 - Some of the learners selected properties that not all gases have, such as having an odour, being odourless, or being colourless.
 - Some of the learners discussed the spacing between the particles, which provides the properties of a gas rather than being a property.
- (c) **Comprehensive responses**
- Many of the learners correctly used the information provided within the table to select the substance with the highest melting point.
- Limited responses**
- Some of the learners stated the melting point rather than saying which substance had that melting point.
 - Some of the learners selected substance A, which had the lowest melting point.
- (d) **Comprehensive responses**
- Many of the learners correctly calculated the difference between the melting point and boiling point of substance D.
- Limited responses**
- Some of the learners correctly identified the melting point and the boiling point of substance D in their working.
 - Some of the learners' answers showed that they had used the correct melting point and boiling point for substance D.
- (e) **Comprehensive responses**
- Many of the learners showed a good understanding of this area of the framework and completed the two gaps correctly to complete the sentence.
- Limited responses**
- Some of the learners stated that boiling point is when a substance changes state from a solid to a gas or liquid.

Question 3

- (a) **Comprehensive responses**
- Many of the learners correctly selected the two sentences about weight and mass.
- Limited responses**
- Some of the learners correctly selected the sentence describing mass.
 - Some of the learners selected that weight is the amount of matter measured in newtons. Half of this sentence is correct, as weight is measured as in newtons whereas the first half of the sentence describes mass.
 - Some of the learners selected that weight is a force measured in kg; recognising that weight is a force.
- (b) **Comprehensive responses**
- Some of the learners correctly selected the force meter from the pictures shown as the equipment used to measure weight.
- Limited responses**
- Some of the learners selected the balance, with this being the most common incorrect selection, followed by the balance scale.

Question 4

Comprehensive responses

- Many of the learners correctly interpreted the diagram showing the different stages of the rock cycle and used the words provided to complete the labels on the diagram.

Limited responses

- Some learners selected words provided in the question, such as cooling rather than solidification and heat and pressure rather than metamorphism. If these words were provided alongside the correct words they were ignored. On their own these words were insufficient as the question asked the learners to select from the words provided.
- A few learners put metamorphism and melting the wrong way round.
- A few of the learners put solidification and erosion the wrong way round.

Question 5

(a) Comprehensive responses

- Some of the learners correctly identified that there were six carnivores in the food web.

Limited responses

- Some of the learners listed the names of the carnivores rather than stating how many carnivores there were.
- The most common incorrect answer was five.
- There was an array of different answers.

(b) Comprehensive responses

- Many of the learners correctly selected the food chain in the food web which contained five living things.

Limited responses

- Some of the learners provided food chains not shown in the web. They used living things from the food web, such as grass, rabbit, wild cat, jackal, and lion. There was not an arrow between the wild cat and the jackal.
- Another example of a food chain not shown in the food web using the same living things was grass, mouse, snake, kite, wild cat.
- A few learners made up their own food chains not using the living things shown in the food web.

(c) Comprehensive responses

- Many of the learners correctly stated the sun or sunlight as the energy source for the food chain.

Limited responses

- The most common incorrect answer was the grass, which is the producer that traps the sunlight, getting its energy into the food chain.

Question 6

(a) Comprehensive responses

- Some of the learners correctly selected temperature with the correct units to label the x-axis on the graph.

Limited responses

- The most common incorrect responses were temperature with incorrect units, such as grams or per 100 cm³ of water or just degrees rather than degrees Celsius.

(b) Comprehensive responses

- A few of the learners interpreted the scale of the y-axis to enable them to provide a suitable prediction of the correct mass of the sugar.

Limited responses

- The most common incorrect answer was stating the mass of sugar shown by the anomalous result.
- A few of the learners attempted to predict what the mass of sugar should have been. They did not interpret the scale of the y axis correctly.

(c) Comprehensive responses

- Some of the learners correctly selected the measuring cylinder as the most accurate equipment for measuring the volume of water; appreciating that the scale on the measuring cylinder was the most precise for making accurate measurements.

Limited responses

- The most common selection of incorrect equipment was the beaker.
- Some of the learners selected all the equipment which showed a scale.

Question 7

Comprehensive responses

- Many of the learners correctly interpreted the force diagram and used the forces provided to complete the labels on the force diagram.

Limited responses

- Some of the learners used words other than the forces provided in the list, such as substituting gravity for weight.
- Some of the learners labelled both of the arrows pointing away from the back of the car as air resistance.
- Some of the learners labelled one of the arrows pointing away from the back of the car as an applied force.
- Some of the learners labelled the arrow for weight as upthrust.

Question 8

(a) Comprehensive responses

- Some of the learners correctly incorporated both variables when identifying the pattern in the graph.

Limited responses

- Some of the learners referred to it decreasing with no reference to what it was.
- Some of the learners described the number of people with malaria decreasing and did not reference the years.
- Some of the learners stated what the graph showed rather than the pattern; stating it shows the number of people with malaria.

(b) Comprehensive responses

- Most learners correctly stated how many people had malaria in 2018, showing good interpretation of the bar chart.

Limited responses

- Only a few learners misread the scale on the y-axis and stated 33 people rather than 35 people.

(c) Comprehensive responses

- Many of the learners showed good knowledge of different ways to avoid getting malaria showing an understanding of how malaria is transmitted.

Limited responses

- Some learners provided more generic answers about good hygiene rather than specifically focusing on methods of preventing malaria, such as washing their hands and wearing masks.

Question 9

(a) Comprehensive responses

- Many of the learners showed good knowledge of this area of the framework and correctly placed the names of the different planets in the correct order.

Limited responses

- Some of the learners got Saturn and Jupiter in the wrong order.
- The planet which learners needed to spell accurately the most was Venus, with some stating vein rather than Venus.
- Some of the learners included Pluto.
- Some of the learners included the Moon.

(b) Comprehensive responses

- A few of the learners were able to utilise the information in the table which told them the distance of Uranus from the Sun to then interpret the graph and determine the correct time it takes Uranus to orbit the Sun in days.

Limited responses

- A few learners did use the information provided within the table. Their answers were usually 30 000 days or 32 000 days which were not accurate enough, as at 2900 millions of km distance from the Sun the line on the graph intersects between 30 000 and 32 000.
- A few of the learners did show that they had used the information provided within the graph and that it was 31 000 days for Uranus to orbit the Sun. Their answers missed one the required zeros in 31 000.
- Some of the learners calculated the time taken for Uranus to orbit the sun as 60 000 days. This was one of the most common incorrect answers. This suggests that they were looking at the point where the line ended on the graph.

Question 10

Comprehensive responses

- Some of the learners correctly completed the gaps about chemical reactions showing an understanding of what the reactants and the products are.

Limited responses

- Some of the learners provided answers such as solute and solvent or solution, showing a misunderstanding of the meaning of these words.
- Some of the learners stated reaction or reacts rather than reactants.
- Some of the learners provided simpler words, such as substances or chemicals.

Question 11

(a) Comprehensive responses

- A few of the learners showed good knowledge of reflection, and how light travels in straight lines. They drew one straight line continuing from the ray started to the surface of the water where it was reflected to touch the front part of the small fish.

Limited responses

- Some of the learners showed an understanding of reflection. The lines they drew were not straight.
- Some of the learners showed an understanding of reflection. Their lines were reflected within the water rather than on the surface of the water.
- Some of the learners did not provide a response to this question.

(b) Comprehensive responses

- Some of the learners correctly completed the gap to explain why the small fish sees the large fish.

Limited responses

- Some of the learners stated bends or bending rather than reflects.
- Learners must clearly state they are referring to reflection; answers that merge reflection and refraction, such as 'reflaction', are ambiguous.
- Refracts was the most common incorrect answer.

(c) Comprehensive responses

- A few of the learners showed good understanding of this area of the framework and used rulers to draw a straight line continuing from the ray started from the boy, refracting at the surface of the water and continuing to touch the small fish.

Limited responses

- Some of the learners did not draw straight lines.
- Some of the learners drew one line going straight from the ray started leading from the boy to the fish with no refraction.
- Some of the learners drew extra rays to the large fish.
- Some of the learners did not provide a response to this question.

Question 12

(a) Comprehensive responses

- Many of the learners correctly stated what the animals become after the process described.

Limited responses

- Some of the learners described the animal becoming sedimentary rock or stone.

(b) Comprehensive responses

- Many of the learners correctly stated the correct type of rock formed.

Limited responses

- A few of the learners stated metamorphic rock or igneous rock.

(c) Comprehensive responses

- Some of the learners correctly stated the correct process.

Limited responses

- Some of the learners described the process rather than naming it.
- Some of the learners described elements which would cause erosion, such as wind or precipitation.
- Some of the learners stated sedimentation or deposition.

Question 13

Comprehensive responses

- Many of the learners correctly stated two physical changes that occur in males during puberty.

Limited responses

- Some of the learners stated growing taller or a height increase when they needed to describe a rapid increase in height or a growth spurt.
- Some described more hair rather than stating where there would be more hair, for example, growth of body hair or hair growing in named places on the body.
- A few of the learners described hormonal changes, which are chemical changes rather than physical changes.

4 Cambridge Primary Checkpoint Science 0097

4.2 Cambridge Primary Checkpoint English Science 0097 – Component 02

Key messages

What candidates did well

- Learners demonstrated knowledge and understanding across many areas of the framework, particularly for the different types of rocks in the rock cycle, human organs, the causes of infectious disease and electrical symbols.
- Learners showed accuracy when recording the temperatures from a thermometer.

What candidates needed to improve

- Learners needed to improve their understanding of parallel circuits and their skill in drawing a parallel circuit from a set of instructions.
- Learners should develop their understanding of how particle behaviour changes during dissolving as temperature varies, focusing on how lower temperatures affect dissolving.
- Learners need to strengthen their understanding of identifying risks in experiments set in less familiar contexts and suggesting suitable methods to reduce the risk.

Comments on specific questions

Question 1

(a) Comprehensive responses

- Many of the learners correctly identified the statement as being a prediction.

Limited responses

- Some of the learners selected the statement as being a conclusion. Although the latter part of the statement reads as a conclusion, the beginning of the statement says 'I think' which indicates that the statement is a prediction.
- A few of the learners thought the statement was a risk assessment or a piece of research.

(b) Comprehensive responses

- Many of the learners correctly identified the name of the organ.

Limited responses

- The most common incorrect answer was the heart, followed by the stomach.

(c) Comprehensive responses

- Some of the learners showed good knowledge of this area of the framework, discussing the role of mucus in the respiratory system to defend the body against infection.
- Some learners discussed other acceptable defence mechanisms in the respiratory system which are not listed on the framework but were accepted, such as cilia and nasal hairs.

Limited responses

- Some of the learners listed other defence mechanisms as well as mucus, such as acid in the stomach or tears, which are not part of the respiratory system.

Question 2

Comprehensive responses

- Some of the learners correctly interpreted the information provided in the table to determine whether the box was moving or staying still. These learners were able to predict the force needed to start moving the box slowly, showing a good understanding of forces acting on an object.
- Some of the learners understood that the box would not move when the forces were balanced.

Limited responses

- Some of the learners stated a pulling force to start the box moving which was the same as the pulling force when the box did not move.
- Some of the learners' descriptions of what would happen to the box when the pulling force increased to 40 N were the same as those provided in the question when the pulling force was 30 N.

Question 3

(a) Comprehensive responses

- Many of the learners correctly selected the reactant stated in the experiment which reacts with the citric acid.

Limited responses

- Some learners selected the reactant as lemon juice, which was the source of the citric acid.

(b) Comprehensive responses

- Many of the learners picked out the correct two observations from the diagram which showed that a chemical reaction was occurring.
- Many of the learners identified the temperature increasing as one of these observations.

Limited responses

- Some of the learners stated a gas being produced rather than bubbles. When a gas is produced you observe this production through seeing bubbles.

(c) Comprehensive responses

- Many of the learners correctly completed the sentence.

Limited responses

- A few of the learners thought that the question was describing a physical reaction.

Question 4

Comprehensive responses

- Some of the learners drew four correct phases of the Moon, showing a good understanding of how the Moon changes phases in the Southern Hemisphere.

Limited responses

- Some of the waxing crescent Moons that the learners drew were not sufficiently crescent-shaped.
- Some of the first quarter and third quarter Moons drawn were more gibbous-shaped.
- Some of the learners drew the pattern of the phases the opposite way round, drawing the waxing crescent as a waning crescent. This was the most common incorrect answer.

Question 5

(a) Comprehensive responses

- Some of the learners correctly selected yes and used the information in the table to provide evidence to support why the scientists were correct. These learners interpreted the data in the table to either state that after the spray was used the numbers of eagles decreased or that once the spraying of the toxic substance had stopped the numbers of eagles increased, shown by the increase in the number of eagles after 1972.

Limited responses

- Some of the learners selected that the scientists were not correct.
- Some of the learners explained why the eagles would be killed rather than using the data in the table to provide supporting evidence.
- Some of the learners selected the correct data from the table. These learners only stated the data rather than stating what the numbers showed in support of the scientists being correct.

- (b) **Comprehensive responses**
- Some of the learners correctly selected the correct scientific enquiry being used by the scientists to collect the data.

Limited responses

- There were a variety of different responses selected.

- (c) **Comprehensive responses**

- Some of the learners explained how the toxic substance was transferred from the plants to an animal which would then gain the toxic substance and then pass it on to the eagle when it ate the animal.

Limited responses

- Some of the learners stated that the eagle would eat the plant.
- Some of the learners stated that the eagle would eat the toxic substance.
- Some of the learners correctly described a food chain in which a plant was eaten by an animal that would then be eaten by the eagle. These learners needed to also describe the movement of the toxic substance between the organisms.
- Some of the learners thought that the weeds were animals that would eat the plants.

Question 6

Comprehensive responses

- Many of the learners showed a good understanding of the processes of evaporation and boiling by selecting the correct properties shown by the processes.

Limited responses

- Some of the learners selected evaporation and boiling both occurring at one temperature.
- Some of the learners selected a change of state only occurs through evaporation.

Question 7

- (a) **Comprehensive responses**

- Some of the learners completed the sentence correctly.

Limited responses

- One of the most common incorrect answers was loam which is a type of soil rather than a soil component.
- Some of the learners discussed nutrients rather than minerals.

- (b) **Comprehensive responses**

- Some of the learners correctly stated two improvements to the experiment to ensure it was a fair test.

Limited responses

- Some of the learners discussed variables, which showed why the experiment was not a fair test.
- Some of the learners stated the improvements to the variables without saying that they should be the same.
- One of the most frequent incorrect answers was the same container. The learners needed to say something specific about the container. Using the same container could mean putting both soil types in one container.
- Another common incorrect answer was stating using the same seeds. These learners needed to say something about the seeds which should be kept the same, as the same seeds could not be used in container A and container B.

Question 8

(a) Comprehensive responses

- Most of the learners showed a good knowledge of the symbols for the components of electrical circuits.

Limited responses

- A few of the learners drew a closed switch.
- Some of the learners drew switches which were a mixture of a closed and an open switch, which made the diagrams ambiguous.

(b) Comprehensive responses

- Some learners displayed an understanding of parallel circuits.
- These learners drew the components from part a in a parallel circuit.
- Some learners correctly placed the switch in the correct position within the parallel circuits, demonstrating their understanding of the flow of the circuit in a parallel circuit.

Limited responses

- Some of the learners drew series circuits.
- Some of the learners attempted parallel circuits had the lamps in series with each other and the cell.
- Some of the learners placed the switch with one of the lamps. This switch would turn this lamp on and off whilst the other lamp would be on all the time.

(c) Comprehensive responses

- A few of the learners correctly stated what would happen to the brightness of the lamps.

Limited responses

- Some learners discussed the lamps being equally bright which was not what the question was asking.
- Some of the learners stated that the lamps would become dimmer.

Question 9

Comprehensive responses

- Many of the learners showed good knowledge of this area of the framework.

Limited responses

- Some of the learners stated parasites, which was the example provided within the question highlighting that learners need to read the question carefully.
- Some of the learners discussed named diseases, such as malaria and yellow fever.
- Some of the learners discussed methods of good hygiene.

Question 10

(a) Comprehensive responses

- Many of the learners correctly identified what Rajiv had made a model of.

Limited responses

- The most common incorrect answer was cast.

(b) Comprehensive responses

- Some of the learners interpreted the information in the question to suggest a variety of differences between Rajiv's process and the real process of fossilisation.

Limited responses

- Some of the learners discussed Rajiv's process as being unnatural.
- Some of the learners simply described that Rajiv had made his model from glue.

Question 11

(a) Comprehensive responses

- Some of the learners placed the data in the table in the correct position without the inclusion of units.

Limited responses

- The most common incorrect answer was learners adding the units into the table. The unit should only appear in the column heading of a table and not in the body of the table.
- Some of the learners switched the positions of 37 and 25.

(b) Comprehensive responses

- Most of the learners accurately read the temperature on the thermometer.

Limited responses

- A few learners stated the temperature as -16°C .
- A few learners recorded the temperature as 15°C .

(c) Comprehensive responses

- Some of the learners described what they needed to do with the thermometer so that the temperature of the water could be measured.
- Some of the learners described why the thermometer would not measure the temperature of the water using the information from the diagram.

Limited responses

- Some of the learners discussed the thermometer being held the wrong way round.
- Some of the learners thought that the heat from Aiko's hand would be measured.

(d) Comprehensive responses

- A few of the learners were able to explain why fewer solid particles dissolve in cold water.

Limited responses

- Many of the learners discussed why the solid particles would dissolve more quickly in warmer water.
- Some of the learners discussed the particles gaining no energy from the cold water.
- Some of the learners discussed the particles not being able to move.

Question 12

(a) Comprehensive responses

- Some of the learners showed a good understanding of the different variables in scientific enquiry investigations and selected the correct variables from the investigation in the question.
- The most common correct variable identified was the time taken for the object to fall.

Limited responses

- Some of the learners showed an understanding of what the independent variable was by stating the object. They needed to state the object's weight rather than just the object.
- Some of the learners showed an understanding of the control variable as the bridge. They needed to state the height rather than just bridge.
- A few of the learners stated for the dependent variable how weight affects the time taken for the object to fall. It was ambiguous which part of this statement the learner's thought was the dependent variable, whether it was the weight or the time taken to fall.

(b) Comprehensive responses

- Some of the learners identified a suitable risk so the experiment. They also provided a good suggestion for reducing this risk.

Limited responses

- Some of the learners discussed that Youseff may fall off the bridge. These learners often suggested methods to prevent injury if he did fall, such as wearing headgear or placing a crash mat below. Some just said to have an adult supervise, which was not sufficient.
- Some of the learners discussed the risk as people being hurt. They did not state why they might get hurt.

(c) Comprehensive responses

- Many of the learners selected an appropriate piece of equipment to measure the time more accurately in the experiment.

Limited responses

- Some of the learners stated watch. This was the piece of equipment already stated in the question, highlighting that some learners need to read the questions carefully.

Question 13**Comprehensive responses**

- Many of the learners showed a good understanding of this area of the framework and correctly identified the type of rock from the descriptions.

Limited responses

- A few learners thought that sandstone was a type of metamorphic rock.

6 Cambridge Primary Checkpoint Global Perspectives 0838

6.1 Cambridge Primary Checkpoint Global Perspectives 0838 – Component 1

Key messages

Team Project

What candidates did well

- Given the opportunity to choose an issue, teams focused their projects on issues of local relevance which their actions were likely to make a positive impact on.
- Teams engaged in effective research, often using primary research methods such as surveys, questionnaires or interviews, to inform themselves about different local perspectives on their chosen issue.
- Teams set themselves a single goal that was clear, achievable and measurable in terms of its impact on their chosen issue.
- Teams took responsibility for planning and executing actions designed to help them meet the goal they had set; they assigned roles according to the skills of team members.
- Candidates and teams showed good awareness of the requirements for each submission to be made as part of the Team Project (namely, the Team Report, Evidence of Action and Personal Reflection); this enabled them to include all the content relevant to each part, without omitting or misplacing content.
- Candidates worked in teams of 3-4 members, allowing each member to make a significant contribution to the overall team effort; this enhanced candidates' capacity to evaluate the strengths and limitations of their own contribution, and to reflect effectively on their experience of working in a team.

What candidates needed to improve

- Teams can be encouraged to make their own choices when it comes to selecting an issue to focus their project on; this gives them a sense of 'ownership', which is likely to increase their level of motivation and their engagement in the project.
- Teams needed to focus on issues with specific local relevance, rather than large-scale global issues, in order to focus their research effectively, to set a goal which is achievable in the local context, and to plan and execute actions which are likely to make an impact on the issue.
- Teams must be encouraged to set a goal and to plan a course of action which is designed to have an impact on their chosen issue, not just to carry out research into it. Research must result in more than just learning more about the team's issue: it must also lead to action by the team.
- Candidates and teams often needed to show more awareness of what they are required to do for each part of the Team Project that is submitted to Cambridge (namely, the Team Report, Evidence of Action and Personal Reflection) to ensure that all relevant content is included in the appropriate place. Sharing the assessment criteria with candidates (and checking their understanding of the criteria) should be an integral and on-going part of the support and guidance offered to candidates and teams during the Team Project.

Comments on specific tasks/activities

Team Report

What candidates did well

- Teams justified their choice of issue in terms of the impact it is having locally, and were able to support their justification using findings from their research, or by giving examples from their own first-hand experience of the issue.
- Teams explicitly stated their own perspective on their chosen issue, and used research to explore other perspectives; this research was often carried out using primary research methods such as surveys, questionnaires or interviews conducted in the school or among members of the local community.
- Teams used labels such as 'environmental' to identify a particular perspective, or assigned a perspective to a particular group ('a belief often held by older people').
- When setting themselves a goal, teams focused on the impact that they could realistically expect to make on the issue they had chosen; this allowed them to state a clear, simple and achievable goal, which might also be measurable in terms of its impact (for example, persuading a certain number of people to adopt a different pattern of behaviour in relation to the issue, such as taking steps to conserve energy at home, or reduce plastic waste).

- Where teams set a goal of 'raising awareness' of an issue, they identified a target audience and took action to measure how effective their awareness-raising activities had been.
- Teams gave a detailed account of the course of action they had planned and executed; they indicated how each action they had taken helped the team to meet the goal they had set.
- Teams' evaluated their 'strengths and limitations' by focusing on their course of action, and how effective it had been in meeting their goal; they gave a balanced discussion of both strengths and limitations.

What candidates needed to improve

- Teams needed to be able to write a justification for choosing the issue their project was focused on; when the issue had been chosen for them or when it had no local relevance, this often resulted in vague or generic statements rather than detailed justifications based on findings from research or the candidates' own experience of the issue.
- Teams needed to make clear their own perspective on the issue, and to consider how other perspectives might differ from theirs, and why; teams needed to show clearly that they had identified other perspectives on their issue.
- Teams often stated multiple goals (sometimes with additional 'aims') which either because of their sheer number or impracticability were unlikely to be met; teams should be encouraged to select a single, achievable goal which can be clearly linked to the issue they have chosen, and is likely to have an impact on that issue.
- When planning their course of action, teams needed to consider what is practicable (for example, in terms of the time and resources available to them, and their own skills and abilities); the course of action described in the Team Report should have been executed in practice, and should not just be a 'wish list' of things the team would have liked to do.
- Teams needed to evaluate the 'strengths and limitations' of their course of action; where this discussion included other aspects of the project, such as reflections on the experience of teamwork, this content would have been more appropriate to the candidates' Personal Reflection.
- Teams needed to structure their Team Reports to ensure an effective and evenly balanced coverage of all four of the criteria for assessment (justification, perspectives, goal and course of action); teams that used a template for their writing with headings based on these criteria were more likely to achieve this balance.
- The Team Report can be up to 500 words in length. Teams should be encouraged to use this full allowance to ensure that all necessary content is included.

Evidence of Action

What candidates did well

- Teams organised their evidence using a document format such as Powerpoint or PDF to present a coherent picture of the actions they took, which showed clearly how their actions helped them to meet the goal they had set.
- Teams used their document as a framework to include a variety of types of evidence, including photographs, videos and materials they had produced, such as posters or leaflets.
- Where teams produced materials such as presentation slideshows, posters or leaflets, they showed in their evidence how such materials had been used to communicate messages to an audience, for example in a school assembly, or as part of an action such as displaying or distributing them to others in the local community.
- It was clear from the evidence that teams had used findings from the research they carried out into their chosen issue to inform the messages they conveyed and/or the actions they took.

What candidates needed to improve

- Teams needed to curate their evidence in an organised way in order to present a coherent picture of their actions, rather than submitting numerous individual items (for example, multiple jpegs); this would enhance the team's capacity to show how their actions contributed towards meeting the goal they had set.
- Where teams submitted materials they had produced (such as presentation slideshows, posters or leaflets) they needed to include evidence showing how such materials were used as part of an action, for example to convey messages to an audience; production of such materials is not in itself an action likely to have an impact on the team's chosen issue.
- Teams needed to show evidence that their messages and/or actions were related to the findings of the research they had carried out into their chosen issue; this could be achieved by including such findings as part of a presentation to an audience, or by incorporating them in posters or leaflets to be displayed or distributed.

Personal Reflection

What candidates did well

- Candidates reflected on how their personal perspective on the issue chosen by their team had changed by contrasting how they viewed the issue before participating in the Team Project with how they view it now; they were able to identify particular reasons for the changes that had occurred.
- Candidates reflected on how their participation in the project had led to changes in their own or other people's behaviour; specific reasons were given for changes in behaviour which were related to their chosen issue (for example, how they and others are now taking measures to avoid creating food waste).
- When reflecting on their personal contributions to teamwork, candidates evaluated their strengths and limitations in terms of how their contributions helped the team to meet their goal, for example by offering particular skills that enabled the team to carry out their course of action; they achieved a balanced discussion of both strengths and limitations, and considered how they might improve in the future.
- Reflection on the benefits and challenges of teamwork was enhanced when candidates were able to support general statements about working as a team with specific examples drawn from their own experience during the project; candidates were able to achieve a balanced discussion of both benefits and challenges.
- Candidates' writing was structured, possibly with the use of sub-headings based on the relevant assessment criteria, enabling them to cover all the required content (reflection on thoughts, behaviour, personal contribution to teamwork, experience of teamwork) in an evenly balanced way.

What candidates needed to improve

- When reflecting on how their personal perspective on the issue had changed, candidates needed to do more than simply list facts that they had learnt about the issue during the Team Project, since a collection of facts does not amount to a perspective on the issue. Reflection was often limited by referring only to the candidate's perspective at the end of the project, without giving a sense of how their perspective had changed or developed during the project.
- Candidates often described a broad range of changes in their own behaviour, most of which were unrelated to the issue chosen by their team (for example, changes in their study habits or their use of IT). Candidates needed to give specific reasons as to why changes had taken place, which are more relevant to the project when focused on changes in behaviour that are related to the issue.
- When reflecting on their personal contribution to teamwork, candidates needed to evaluate their strengths and limitations rather than just presenting a list of the things they did during the project. They needed to achieve a balanced discussion of what they did well and what they could improve in future, rather than focusing solely on what they perceived as their strengths.
- Reflection on the experience of teamwork should be more than a narrative account of what the team did. Candidates needed to explain both the benefits and challenges of working as a team, and to do so by reflecting on their own experiences during the project, rather than making a series of general and unsupported statements about teamwork.
- Candidates often needed to give their Personal Reflection more structure to ensure that they included an evenly balanced coverage of all four strands (reflection on thoughts, behaviour, personal contribution and experience of teamwork). This might be achieved by providing them with a template using headings based on the four AO2 assessment criteria. This would also ensure that Personal Reflections contained only relevant content, and avoided the inclusion of extraneous material such as a detailed account of the team's course of action, which should have been included in the Team Report.
- The Personal Reflection can be up to 450 words in length. Learners should be encouraged to use this full allowance in order to ensure that they include all necessary content.