CAMBRIDGE
International Examinations

Cambridge
Secondary 1
Checkpoint

Cambridge Secondary Checkpoint End of Series Report

May 2017

CAMBRIDGE International Examinations

Cambridge Secondary 1 Checkpoint

Contents

1. Introduction

This document reports on candidate performance for this exam series. Performances for each syllabus are reported separately; the entries for on-screen and paper-based syllabuses are not combined.

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,
- tables and charts of sub-group performances for the overall assessment and at strand level.

2. Cambridge Secondary 1 Checkpoint English as a Second Language 1110

2.1 Comments on specific questions – English as a Second Language 1110 component 01

General Comments
The overall level of difficulty and learner performance appeared similar to recent papers, with Part 5 (multiple matching) and Part 6 (comprehension) presenting the most difficulty for learners.

Part 1
(Questions 1-10)
A ten-gap multiple-choice cloze test, based on text 'Asimo: a special little robot', required learners to select an appropriate item to fill 10 gaps and to circle the word of their choice; correct usage of lexical and function words was tested. The majority of learners scored fairly well on this part, but Questions 3, and 7 seemed more difficult.

Part 2
(Questions 11-20)
For questions 11–20, learners were required to put **one** word only into the gaps to complete a single email message to a friend. The words needed to fit grammatically, carry the intended meaning and comply with standard English usage (capital letter at the beginning of a sentence), to complete the text.
A lot of the incorrect answers seemed to be produced because the words chosen often fitted the words either side of the blank in terms of grammar or meaning but learners did not take into account the wider context of sentence/discourse level. Possibly more focus is needed on this aspect when teaching reading skills to pupils. This appears to be an ongoing area for improvement, noted in previous reports.
The first word in a sentence (Question 17 and 19) was not accepted if correct but **not** capitalised. Spelling needed to be accurate and the mark scheme did not allow for alternative answers, apart from Questions 16 and 18. This part proved to be a good discriminator, with strong learners occasionally scoring full marks. The majority of learners answered fairly well, with a few getting full marks; answers were mostly correct, though only a minority answered Questions 14, 16 and 20 correctly. Some weaker learners attempted the task by inserting a variety of question words into the gaps or using more than one word.

Part 3
(Questions 21-25)
In this part, learners were required to complete a short conversation by selecting appropriate responses from those given. The majority of learners scored well on this task, with Question 25 presenting most difficulty. Errors are often made when learners find an item to match the sentence before or after but not both.
As in previous sessions, in this part and Part 5 a lot of learners changed their minds several times and, rather than crossing out their original mark, wrote over their first answer or erased unclearly. This sometimes resulted in an illegible response. It would be preferable for learners to completely cross out the rejected response and write the preferred one next to it; or, in the case of Part 5, to completely cross out the rejected response and write the preferred answer completely outside the box if necessary. There were also a few ambiguously formed letters (especially A & H – sloping sides and a gap at top could often be either letter; it was sometimes difficult to see if E or F was the intended final answer in cases where there was overwriting and/or incomplete erasure). However, some improvement in this aspect has been noticed since previous sessions.

Part 4
(Questions 26-35)
In this section, learners were required to select the correct meaning of the message shown in a picture. Learners needed to circle one of the three choices given. This task was generally well done. The task required careful reading and accurate matching of information to determine the correct response. Learners needed to be good at making inferences and identifying different ways to convey a message. Most learners scored well, though there were a lot of incorrect answers for Question 33.

Part 5
(Questions 36-40)
This task required learners to match the information given about five people's interests in film with the most suitable film festival. The degree of difficulty was higher for this task, so a lot of errors were seen; the most correctly-answered questions seemed to be Question 40, and the least successfully-answered was Question 36. Errors tended to be made when learners were able to match some of the people's requirements but they did not continue to look for a film festival that matched all the requirements.
Comments made for Part 3 above about the clarity of learner responses also apply to this part. A lot of learners, as in previous sessions, did not answer in the boxes provided but over or under the text to the right of the photos; however, marks were not deducted if the answer was clearly written outside the box.

Part 6
(Questions 41-45)
This task comprised multiple choice questions on a longer text with the title 'The Tie Maker', which was about a teenage entrepreneur.
The need for learners to use a wide range of reading skills, including inference and deduction, makes this a fairly challenging part of the test. On the whole learners answered well. Question 41 was the most successfully answered and Question 43 the least.

Question 1
Mostly correct 'realise'; most common incorrect response was 'notice'.

Question 2
A high proportion of the correct answer, 'designed'; common incorrect response was 'formed'.

Question 3
A lot of incorrect answers, often 'start' or 'set'; correct answer 'carry'.

Question 4
A high proportion of the correct answer, 'while'; common incorrect response was 'again'.

Question 5
Mostly correct 'working'; most common incorrect response was 'solving'.

Question 6
A high proportion of the correct answer, 'addition'; common incorrect response was 'support'.

Question 7
Mostly correct 'gave'; most common incorrect response was 'made'.

Question 8
A high proportion of the correct answer, 'which'; common incorrect response was 'whose'.

Question 9
Mostly correct 'Rather'; most common incorrect response was 'Instead'.

Question 10
Mostly correct 'providing'; most common incorrect response was 'producing'.

Question 11
Mostly correct 'are'; most common incorrect response was 'do'.

Question 12
A high proportion of the correct answer, 'with'; common incorrect response was 'to'.

Question 13
A high proportion of the correct answer, 'me'; common incorrect response was 'him'.

Question 14
Mostly correct 'them'; most common incorrect response was 'to'.

Question 15
A high proportion of the correct answer, 'of'; there was no common incorrect response.

Question 16
Not many answered correctly ('hope/suggest'); 'help' and 'think' were frequent incorrect answers. This item was a good example of learners addressing the immediate context around the gap without considering the total context.

Question 17
A high proportion of the correct answer, ‘Do’; common incorrect responses were ‘do’ and ‘Don’t’.

Question 18
A high proportion of the correct answer, ‘have/ ’ve’; most common incorrect response was ’will’.

Question 19
Mostly correct ‘The’; most common incorrect response was ‘But’.

Question 20
A high proportion of the correct answer, ‘than’; there was no most common incorrect response.

Question 21
A high proportion of the correct answer, ‘F’; there was no most common incorrect response.

Question 22
A high proportion of the correct answer, ‘E’; there was no most common incorrect response.

Question 23
A high proportion of the correct answer, ‘G’; there was no most common incorrect response.

Question 24
A high proportion of the correct answer, ‘D’; most common incorrect response was ’B’.

Question 25
A lot of incorrect answers (mainly ‘H’); correct ‘A’.

Question 26
Mostly correct ‘A’; there was no most common incorrect response.

Question 27
Mostly correct ‘C’; most common incorrect response was ‘B’.

Question 28
A high proportion of the correct answer, ‘A’; most common incorrect response was ’C’.

Question 29
A high proportion of the correct answer, 'B'; most common incorrect response was 'C'.

Question 30
Mostly correct 'C'; most common incorrect response was 'A'.

Question 31
Mostly correct 'B'; most common incorrect response was 'C'.

Question 32
A high proportion of the correct answer, 'A'; most common incorrect response was 'C'.

Question 33
A lot of incorrect answers (mainly 'B'); correct 'A'.

Question 34
Mostly correct 'C'; most common incorrect response was 'B'.

Question 35
A high proportion of the correct answer, 'C'; most common incorrect response was 'B'.

Question 36
A lot of incorrect answers (mainly 'E'); correct 'C'.

Question 37
Mostly correct 'D'; most common incorrect response was 'F'.

Question 38
A lot of incorrect answers (mainly 'A'); correct 'H'.

Question 39
A lot of incorrect answers (mainly 'H' or 'B'); correct 'A'.

Question 40
Mostly correct 'G'; most common incorrect response was 'D'.

Question 41
Mostly correct 'B'; most common incorrect response was 'C'.

Question 42
Mostly correct 'A'; most common incorrect response was 'C'.

Question 43
A lot of incorrect answers (mainly 'B'); correct 'C'

Question 44
Mostly correct 'B'; most common incorrect response was 'C'.

Question 45
Mostly correct 'D'; most common incorrect response was 'A'.

2.2 Comments on specific questions – English as a Second Language 1110 component 02

General Comments

The paper seemed to work well and examiners reported seeing work which reflected the full range of candidate abilities. Good candidates were able to respond in detail to both questions 6 and 7 and although weaker responses in many cases revealed poor control of grammar and a lack of understanding of the task, particularly in question 7, most candidates were able to score some marks on the transformation questions 1-5 and also on questions 6 and 7. The examiners reported that the overall standard of responses appeared to be good.

Question 1

This was a good starter question and most candidates identified the adjective which should accompany the preposition. There was some confusion between the 'ing' /'ed' form of the verb and examiners also saw many misspellings of 'interested'. Candidates should be advised that correct spelling is essential in the transformation questions.

Question 2

This proved to be a good discriminator and able candidates were able to identify the correct transformation. Recurrent incorrect answers included 'immediately', 'quickly' and 'fast'.

Question 3

The candidates had to identify the function (possibility) and choose an appropriate modal verb. Many candidates opted for 'can'/'must', which effectively changed the meaning. Candidates should be reminded that the answer which they give must be as close as possible to the original meaning. This was not so well answered as other questions in this section and the wrong modal was often given.

Question 4

This was quite well answered but proved to be a good discriminator. The most common incorrect responses were 'that' and 'when' but many candidates were able to give the correct response, 'since'.

Question 5

This was quite well answered. Candidates were mostly able to recognise that a present tense verb was required but many gave a singular form e.g. 'is' and 'have'. Candidates should be advised to check subject/verb agreement. Examiners noted that the range of transformation questions was good, with some discriminators to challenge the more able candidate.

Question 6

To achieve full marks for the Content of the response it was necessary to identify 3 separate points: apologise, explain and suggest. Some were able to do this but there was evidence that candidates were not always including all of the points. Many omitted a specific apology, implying that they could not come. The second task point was handled

rather better and there was a range of reasons for not being able to attend. Where point 3 was omitted it was often replaced by the offer to send a present, and what the candidates would do together was not always clearly expressed.
Examiners reported that many of the answers were very lengthy and full of interesting details but often strayed from the task and missed one or two points. Emails which scored good marks were often more succinct and dealt with each task point systematically. In addition, lengthy answers to question 6 often left candidates short of time for question 7. Centres should remind candidates that this is a short exercise and it is advisable to keep closer to the recommended word limit. They should focus on clearly addressing all three points rather than producing lengthy answers which are overdeveloped.

Question 7

The topic for this question was accessible to the candidates and some wrote with enthusiasm and were able to write a well-developed discursive essay. Examiners reported seeing many examples of specific vocabulary related to learning and to science in particular. Both elements were usually discussed.
There were some candidates who interpreted the question to mean learning languages within the school environment as opposed to learning elsewhere or at a later stage in their lives, but this approach was accepted as a possible response. There were quite a number of responses which strayed from the task and simply gave reasons for the subject they preferred in school. Stronger candidates were able to write a well-planned essay which included an introduction, some discussion and a conclusion, and less able candidates produced a one-sided response and often listed ideas without developing them.
To achieve good marks for this question it is essential that candidates think carefully before they write, and plan their answers. They should be reminded that their writing is assessed not just on Content but also on how well they communicate and develop their ideas and link them together, and that attention must be paid to accuracy. Careful reading of the prompt material is also vital to ensure that the response remains relevant.
In general candidates would benefit from more practice of discursive writing.

2.3 Comments on specific questions – English as a Second Language 1110 component 03

General Comments

The great majority of learners attempted all the questions. It was noticeable that the number of incorrect answers increased later on in the test, especially in Parts 3 & 4.
The comments below regarding problems in deciphering some learners' intended answers also apply to Paper 1 Reading and Usage. Learners should remember that each multiple choice question must have only one answer indicated; in a few cases two answers were circled (though this seemed to be less common than in past sessions), so the item was marked as incorrect. If learners wish to change an answer they should very clearly put lines through the letter or words to cross out. A lot of learners tried to delete by writing a wavy line (resembling crocodile teeth) around a circle but it was sometimes unclear what the intended answer was and the item was sometimes marked as incorrect.
A fairly frequent problem was that a lot of learners were using erasers to try to change answers and they did not always appear to be entirely effective in erasing answers written in pen; unless the correction was very boldly written, the resulting lack of clarity sometimes made it difficult to decide what the intended answer was; again, though, this problem appears to be becoming less common than in past sessions. The rubric on the Question Paper does not disallow the use of erasers but centres should be aware of their limitations.
A similar problem found in a number of responses was that in Part 5 learners wrote over an answer to correct it but in a few cases the resulting answer was not clear enough for it to be marked as correct.
In Part 5 this time there were no acceptable misspellings; alternative forms were allowed for Question 21 '9.15' ((a) quarter past nine/nine fifteen) and Question 24 'notebook' ((a) note book/note (-) books/notebooks) but very few learners wrote these alternatives. With the exception of Question 25, which was spelled out, the answers were all very common words.

Parts 1 and 2 (questions 1-10)

Learners identify one of three pictures from short discrete dialogues. Most learners did well here, though answers to Question 3 were often incorrect.

Part 3 (questions 11-15)

This task involved short monologues/dialogues, which many learners found more difficult.

Part 4 (questions 16-20)

This involved multiple choice questions based on a longer dialogue which was an interview with the winner of a competition for young cake makers. Question 16 was answered most successfully and Question 18 least successfully.

Part 5 (questions 21-25)

In this task learners had to fill in five missing words to complete the information sheet about the 'Class visit to the Science Museum'. Questions 22 and 24 were answered most successfully. Question 21 was more difficult for learners. It would seem that more practice on telling the time would be beneficial. Question 24 was the next most difficult for learners, suggesting that more dictation of spellings could be effective.

Part 6 (questions 26-30)

This task comprised five questions based on an extended interview with a woman who makes large sand sculptures. Despite the increased complexity of language and greater skills in inference demanded, overall learners appeared a little more successful than in the previous sessions. Questions 26 and 30 were even answered correctly

by weaker learners. Question 25 was the least successful, but still answered correctly by most learners.

Question 1
A high proportion of the correct answer, 'C'; most common incorrect response was 'B'.

Question 2
Mostly correct 'A'; most common incorrect response was 'C'.

Question 3
A lot of incorrect answers ('A'); correct 'C'.

Question 4
Mostly correct 'A'; most common incorrect response was 'B'.

Question 5
Mostly correct 'B; most common incorrect response was 'A'.

Question 6
Mostly correct 'C'; most common incorrect response was 'B'.

Question 7
A high proportion of the correct answer, 'A'; most common incorrect response was 'B'.

Question 8
Mostly correct 'B'; most common incorrect response was 'A'.

Question 9
Mostly correct 'C'; most common incorrect response was 'B'.

Question 10
A high proportion of the correct answer, 'C'; there was no most common incorrect response.

Question 11
A lot of incorrect answers ('B'); correct 'A'.

Question 12
A high proportion of the correct answer, 'B'; most common incorrect response 'A'.

Question 13
A high proportion of the correct answer, 'A'; most common incorrect response 'B'.

Question 14
Mostly correct 'B'; most common incorrect response was 'C'.

Question 15
A lot of incorrect answers ('A'); correct 'B'.

Question 16
Mostly correct 'C'; most common incorrect response was 'A'.

Question 17
Mostly correct 'B'; most common incorrect response was 'C'.

Question 18
Mostly correct 'C'; most common incorrect response was 'B'.

Question 19
Mostly correct 'A'; most common incorrect response was 'B'.

Question 20
Mostly correct 'C'; most common incorrect response was 'A'.

Question 21
A high proportion of incorrect answers, '9' and '9.30' the most common; correct response was '9.15'.

Question 22
A high proportion of the correct answer, 'weather'; most common incorrect response 'storm(s)'.

Question 23
A high proportion of the correct answer, 'bees'; most common incorrect response 'bee' and spelling errors.

Question 24
A high proportion of the correct answer, 'notebook'; most common incorrect response was due to spelling error.

Question 25
Mostly correct 'RILKOY'; most common incorrect response was due to spelling errors. This suggests learners have a difficulty recognizing the names of letters, something fairly simple to rectify in class.

Question 26
A high proportion of the correct answer, 'C'; most common incorrect response 'A'.

Question 27
Mostly correct 'B'; most common incorrect response was 'A'.

Question 28
Mostly correct 'B'; most common incorrect response was 'A'.

Question 29
Mostly correct 'C'; most common incorrect response was 'A'.

Question 30
A high proportion of the correct answer, 'A'; most common incorrect response 'C'.

2.4 Table and charts of sub-group performances - English as a Second Language 1110

Performances for each syllabus are reported separately; the entries for on-screen and paper-based syllabuses are not combined.

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.

Demographic breakdown of total entry for Cambridge Secondary 1 Checkpoint English as a Second Language

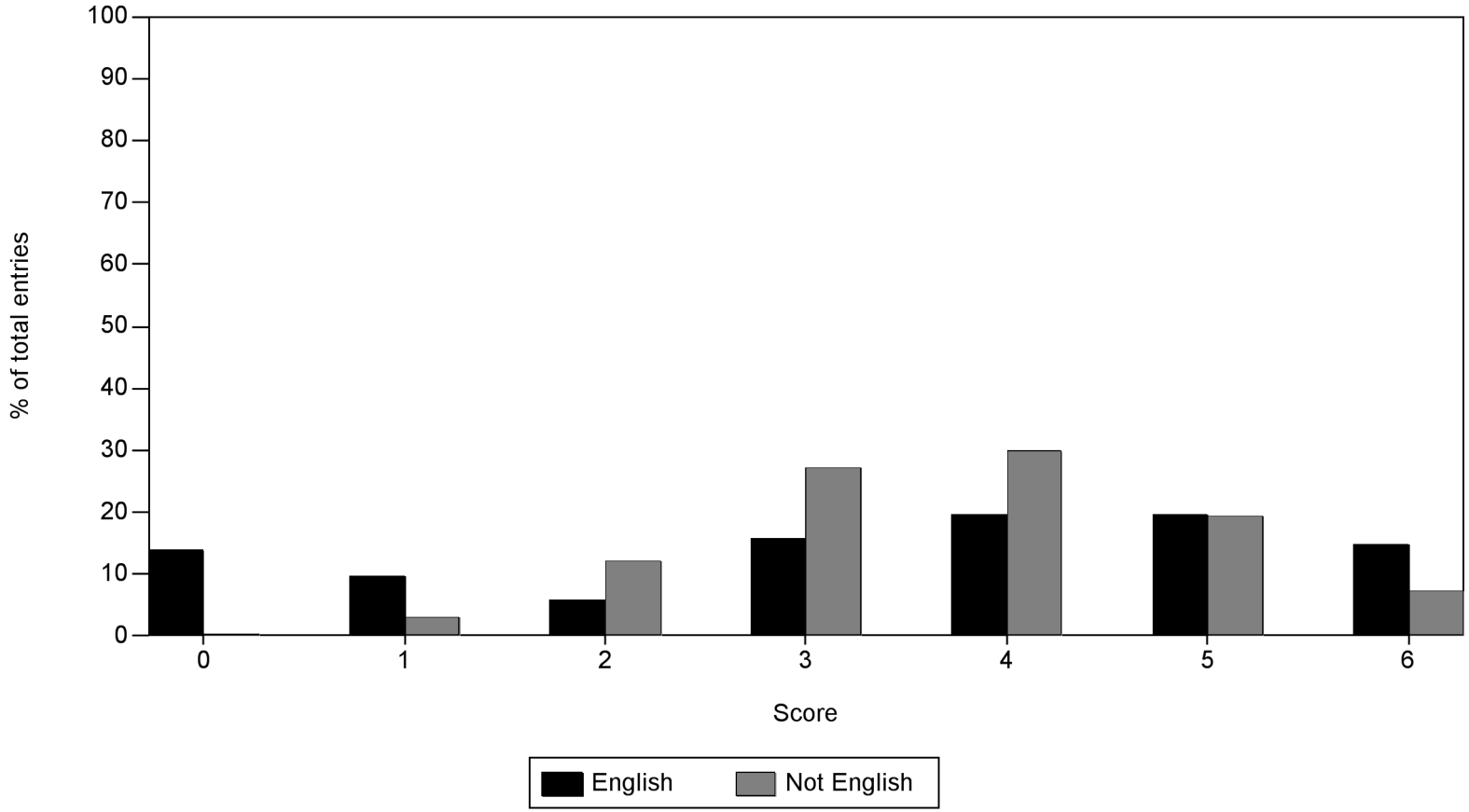
		Percentage of total entry	Average total score	Average Listening score	Average Reading score	Average Usage score	Average Writing score
Age in years	**First Language**						
13 and under	Not English	47.2	4.2	4.3	4.1	4.2	4.2
13 and under	English	0.6	4.8	4.8	4.6	4.9	4.8
13 and under	All	47.8	4.2	4.3	4.1	4.3	4.2
Age in years	**First Language**						
14	Not English	36.8	4.2	4.2	4.2	4.2	4.2
14	English	0.7	4.1	4.0	4.1	4.0	4.2
14	All	37.5	4.2	4.2	4.2	4.2	4.2
Age in years	**First Language**						
15 and over	Not English	14.1	3.9	3.9	4.0	3.9	4.1
15 and over	English	0.6	2.3	2.2	2.4	2.5	2.6
15 and over	All	14.7	3.9	3.8	3.9	3.9	4.0
Age in years	**First Language**						
All	Not English	98.1	4.1	4.2	4.1	4.2	4.2
All	English	1.9	3.8	3.7	3.7	3.8	3.9
All	All	100.0	4.1	4.2	4.1	4.2	4.2

Please note that in the block charts that follow, the horizontal axis representing Cambridge Secondary 1 Checkpoint scores is annotated from 0 to 6.

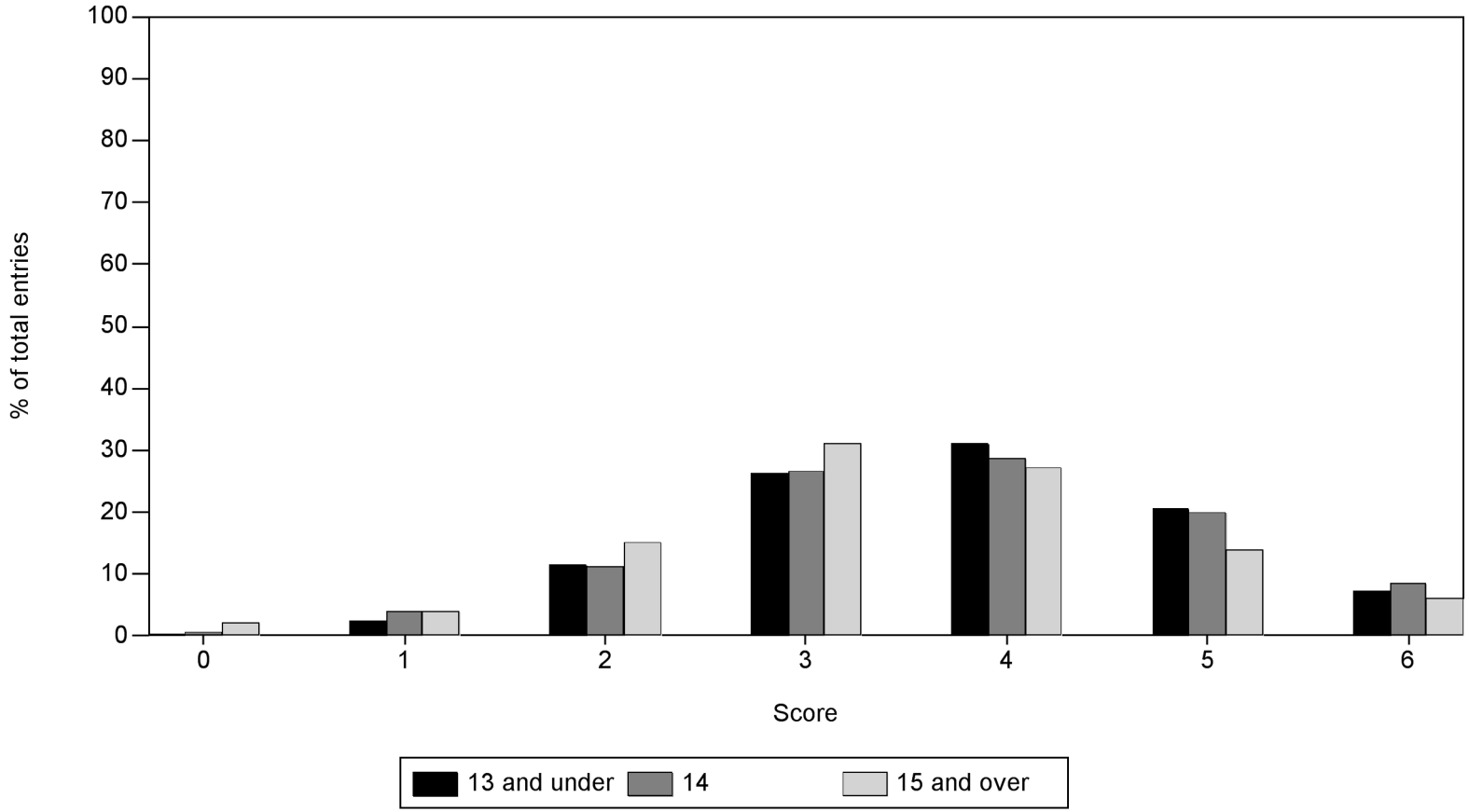
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value 5 represents the group of scores from 5.0 to 5.9,
the value 6 represents the group of scores of 6.0 or more.

For the curve graphs which follow the block charts, the horizontal axis also represents Cambridge Secondary 1 Checkpoint scores, but here the scores are continuous rather than grouped. The tick marks along the horizontal axis therefore represent actual Cambridge Secondary 1 Checkpoint scores.

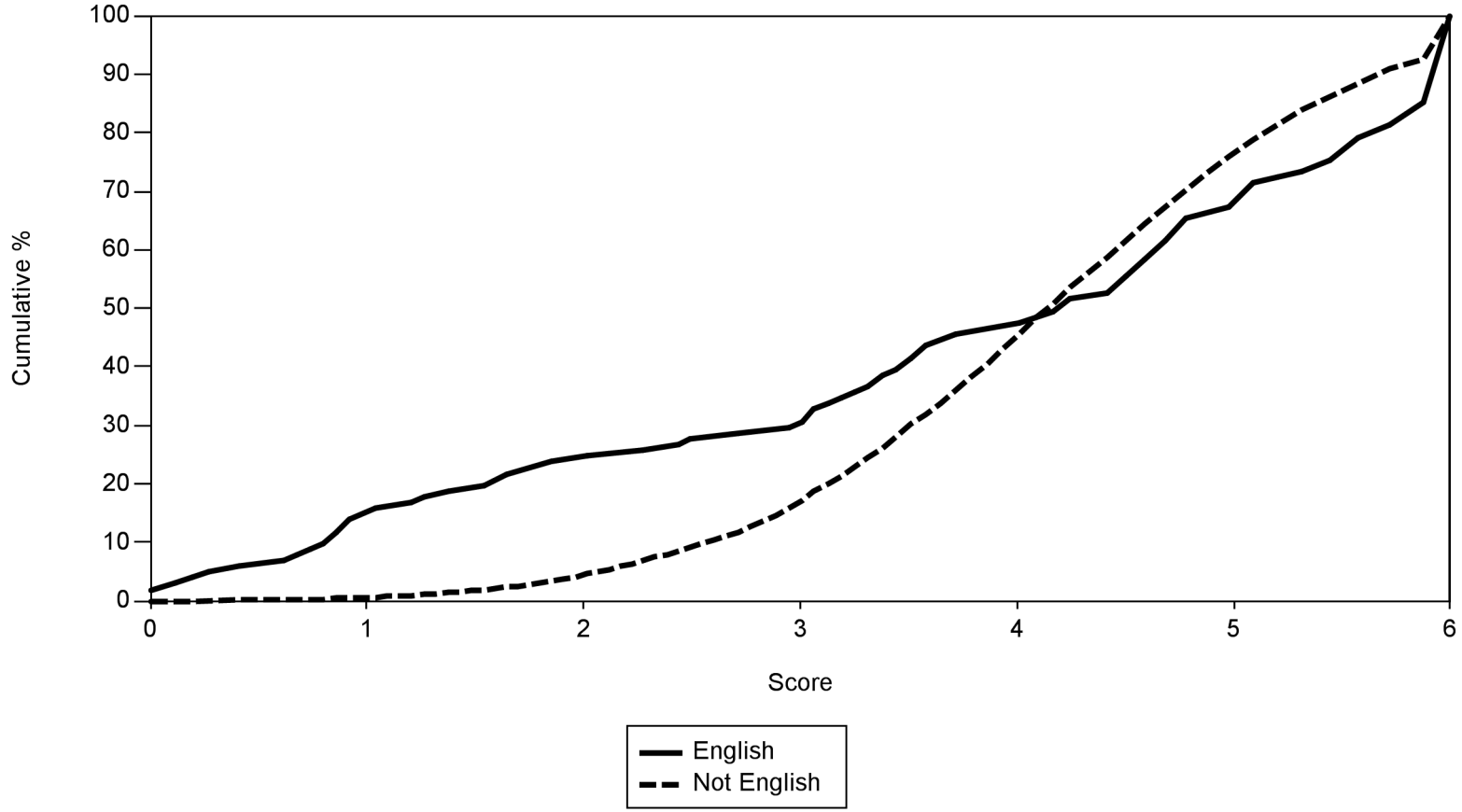
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language classified by student's first language.



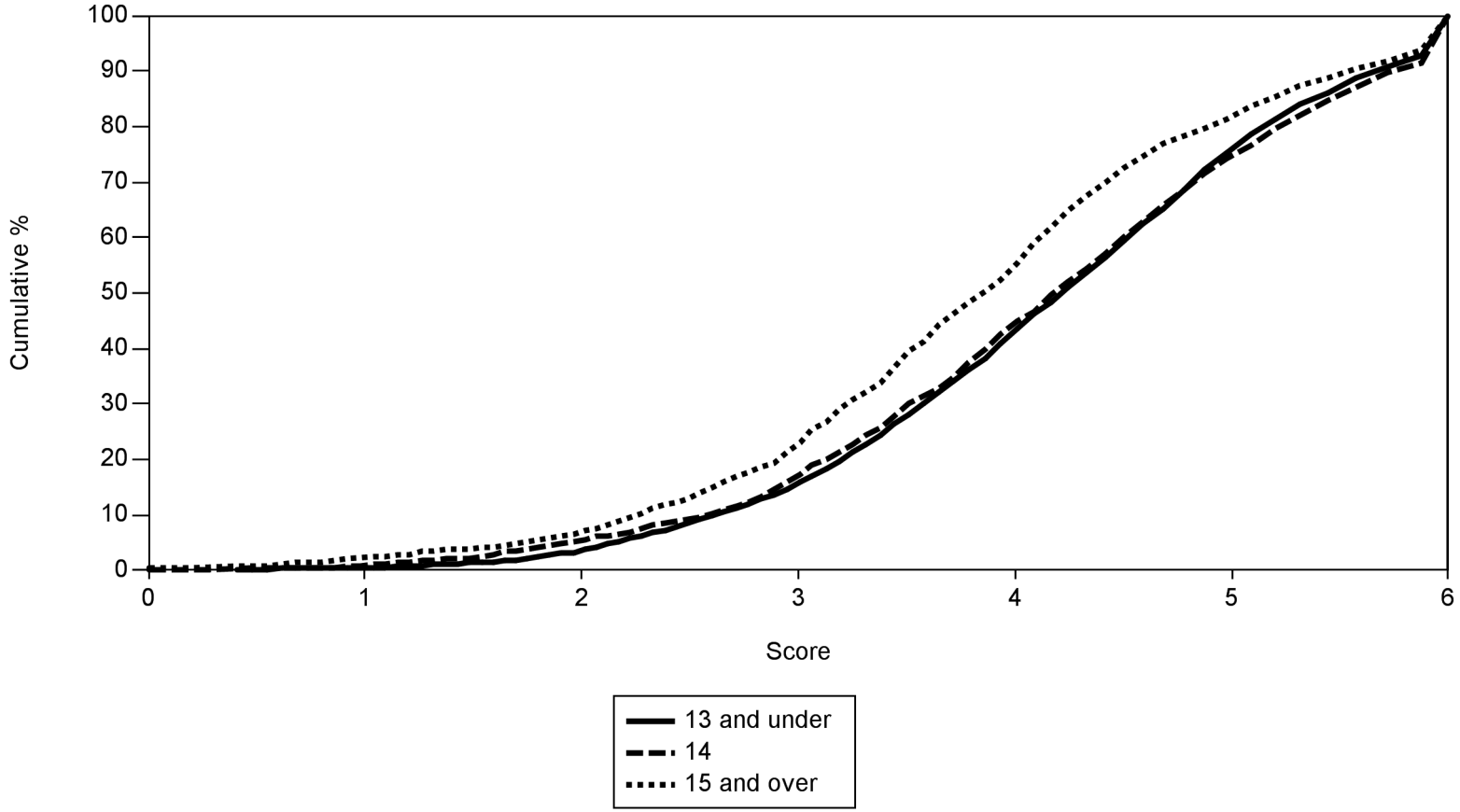
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language classified by student's age.



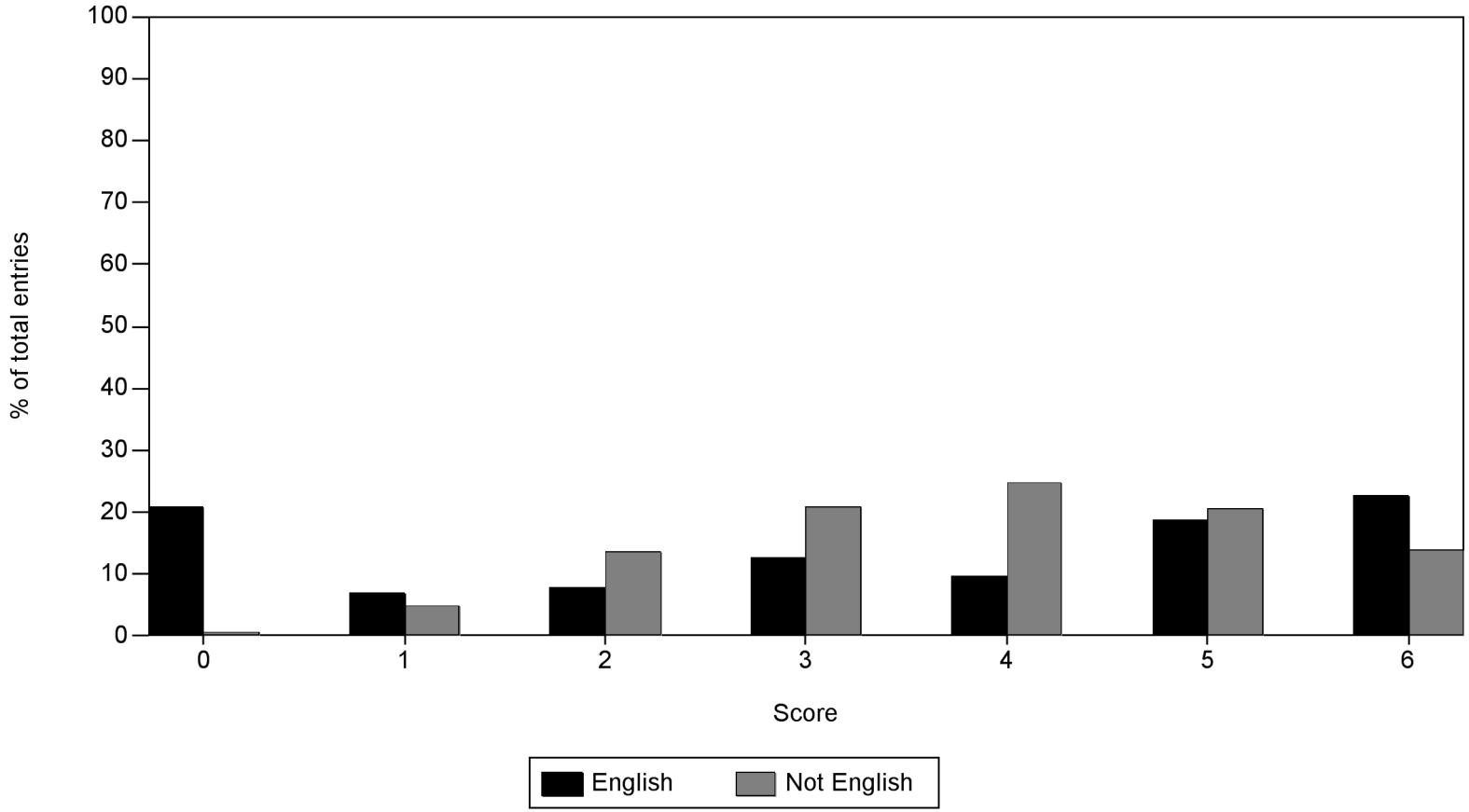
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language by student's first language, showing the cumulative percentage of the number of students at each score.



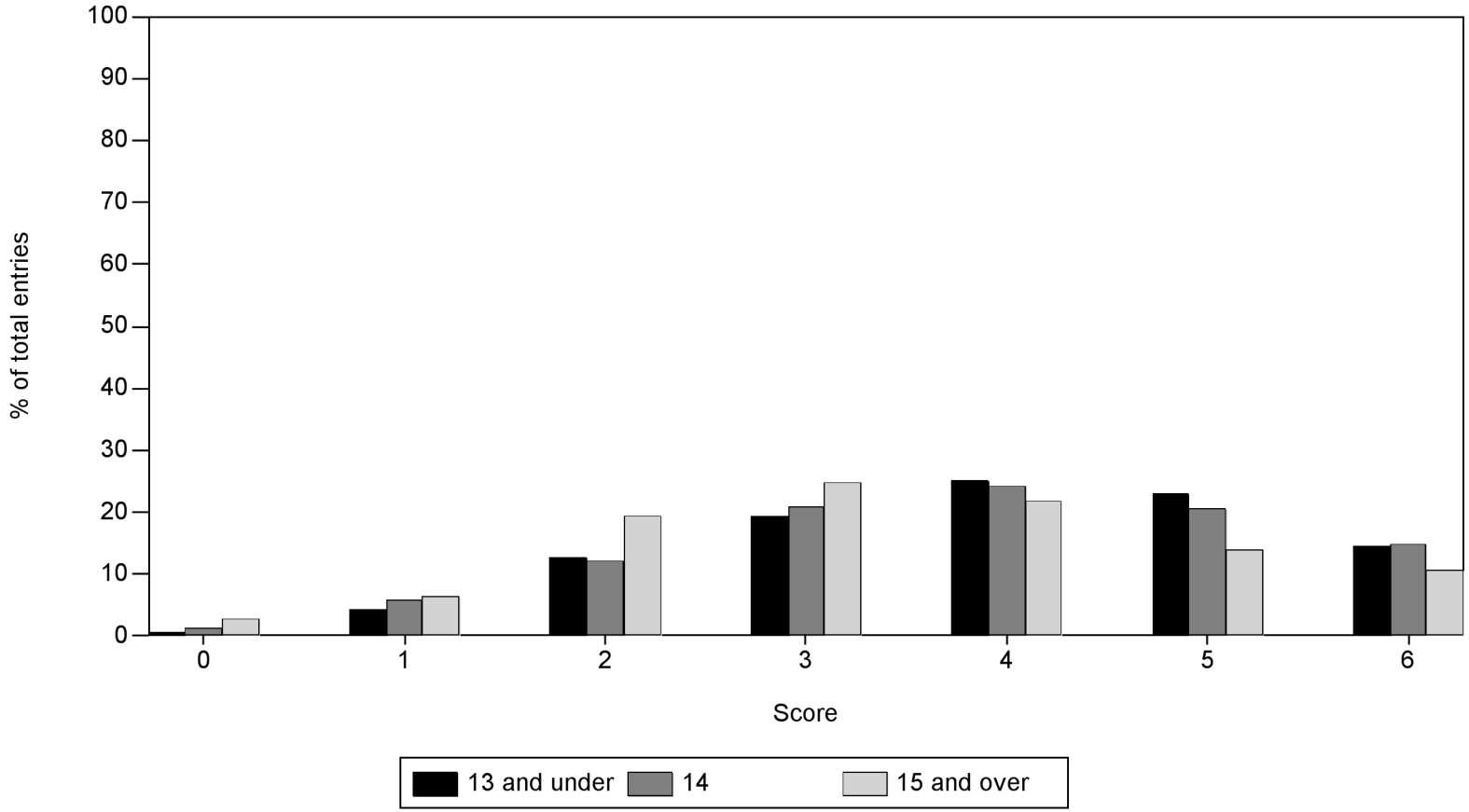
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language by student's age, showing the cumulative percentage of the number of students at each score.



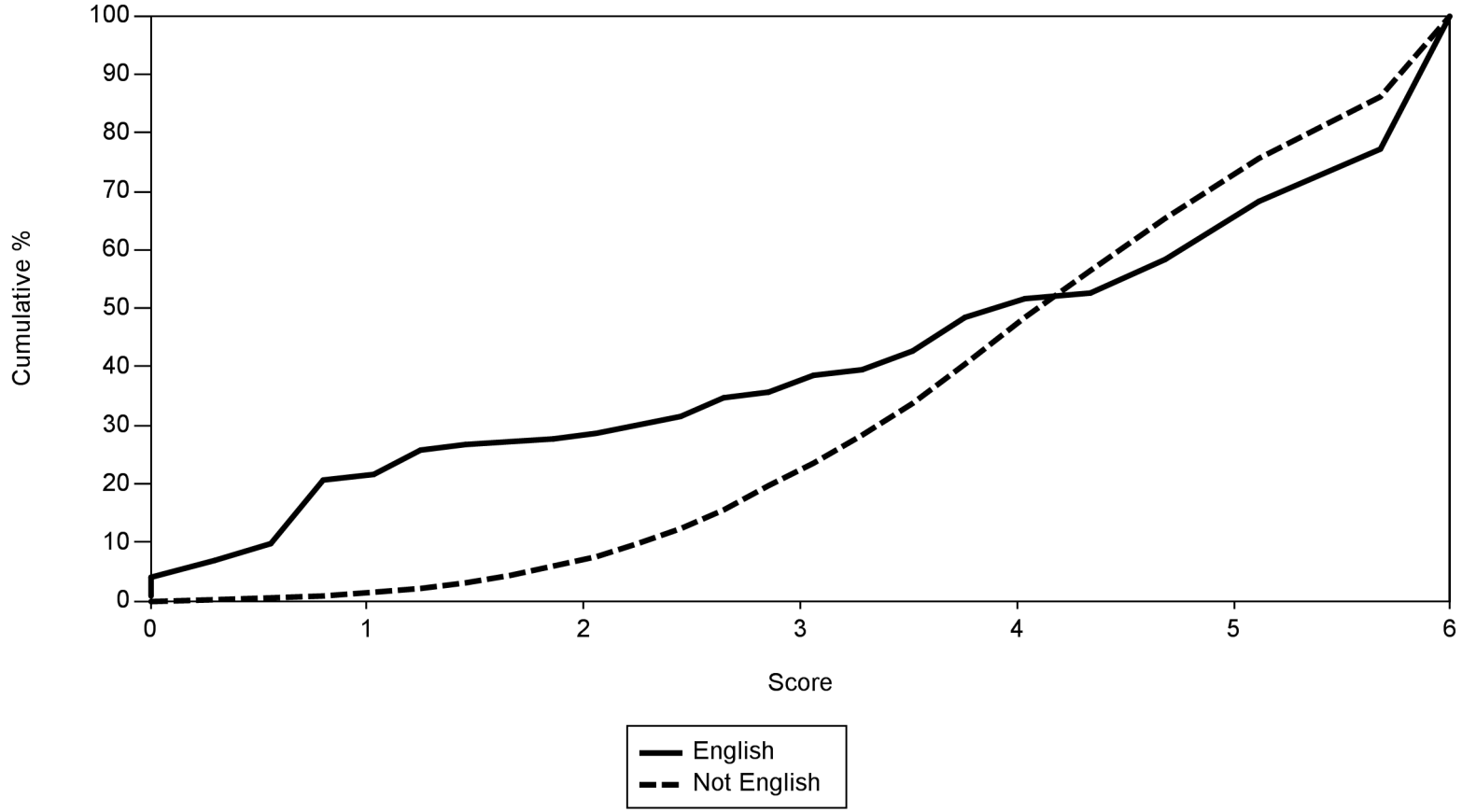
Distribution of Cambridge Secondary 1 Checkpoint Listening score classified by student's first language.



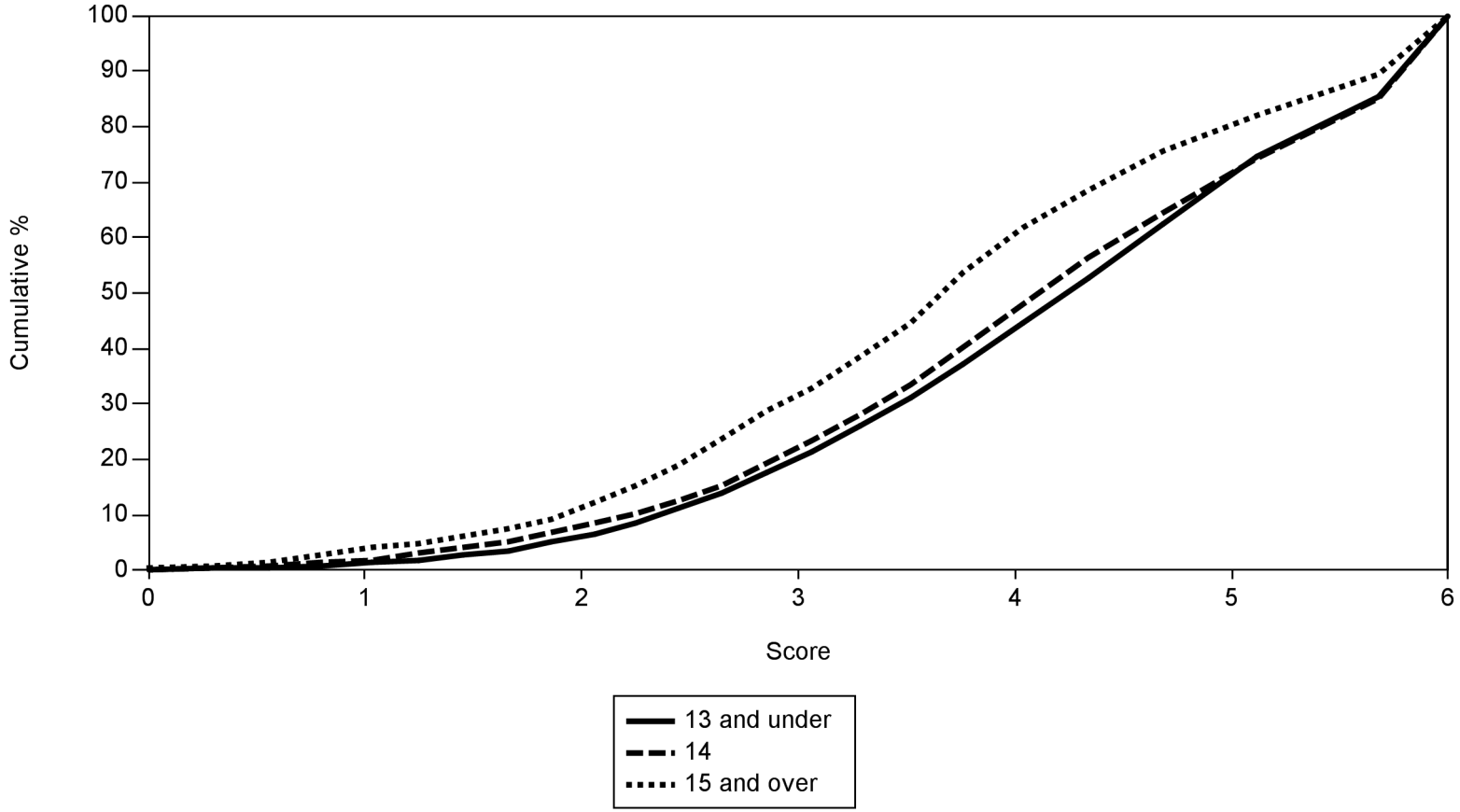
Distribution of Cambridge Secondary 1 Checkpoint Listening score classified by student's age.



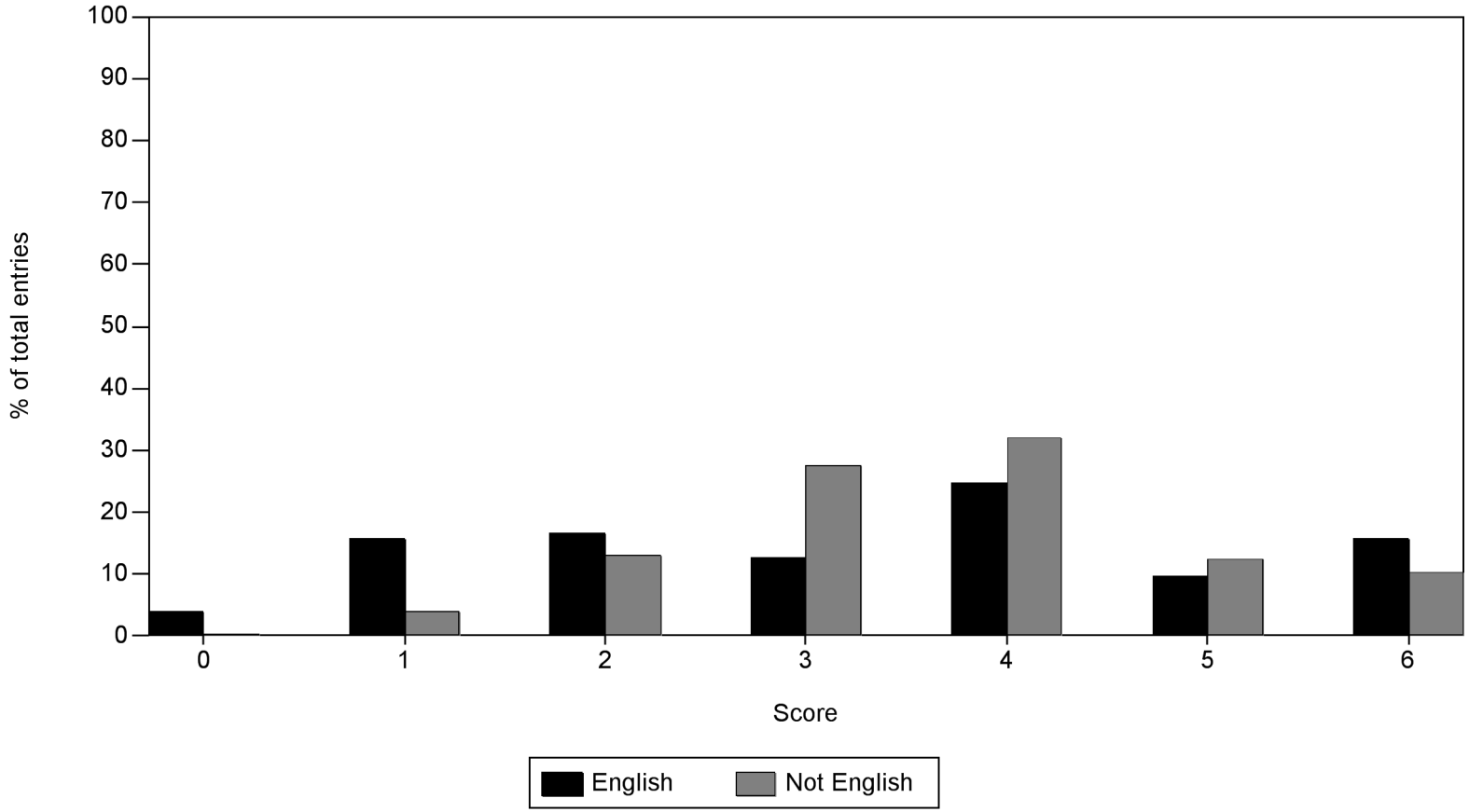
Distribution of Cambridge Secondary 1 Checkpoint Listening score by student's first language, showing the cumulative percentage of the number of students at each score.



Distribution of Cambridge Secondary 1 Checkpoint Listening score by student's age, showing the cumulative percentage of the number of students at each score.



Distribution of Cambridge Secondary 1 Checkpoint Reading score classified by student's first language.



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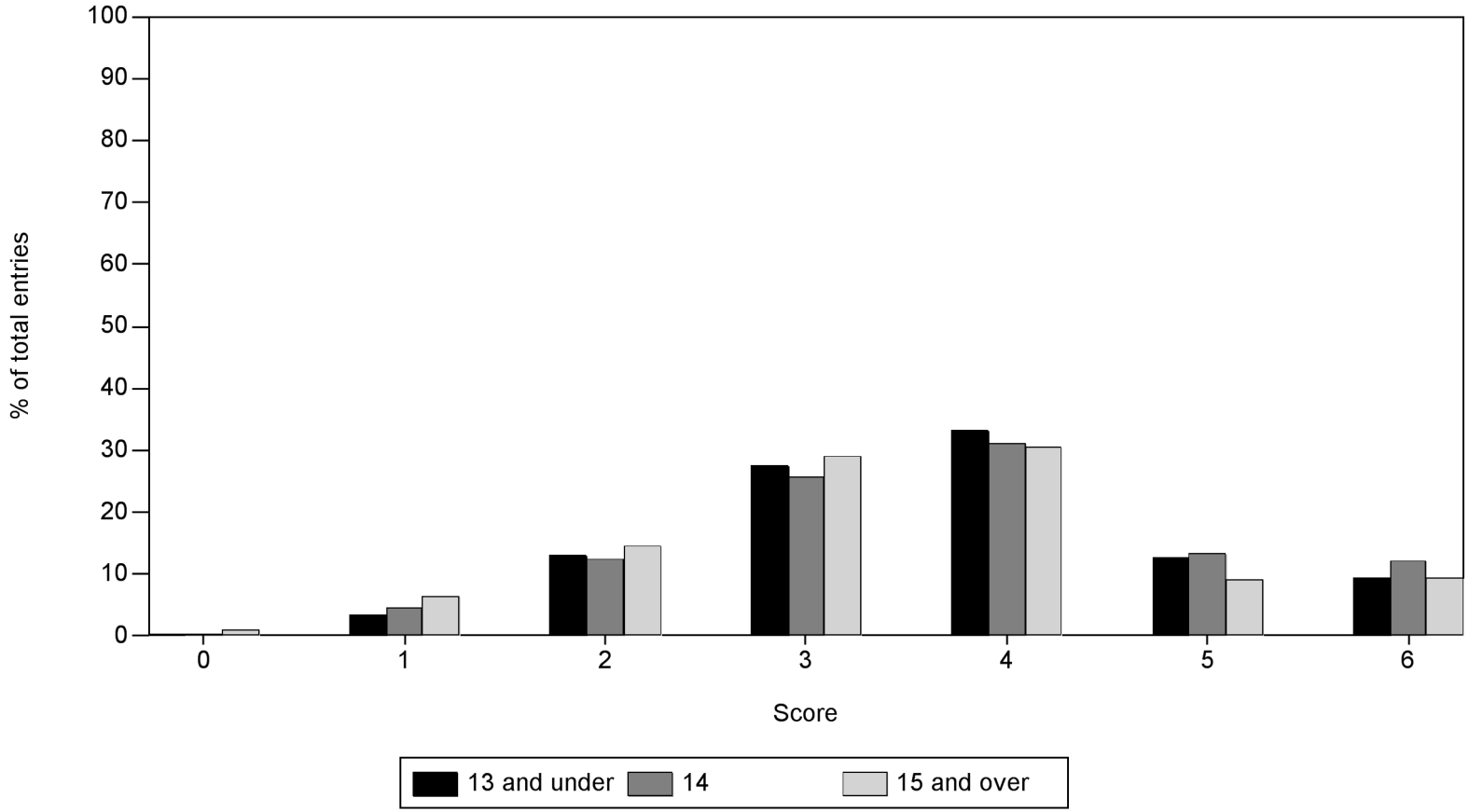
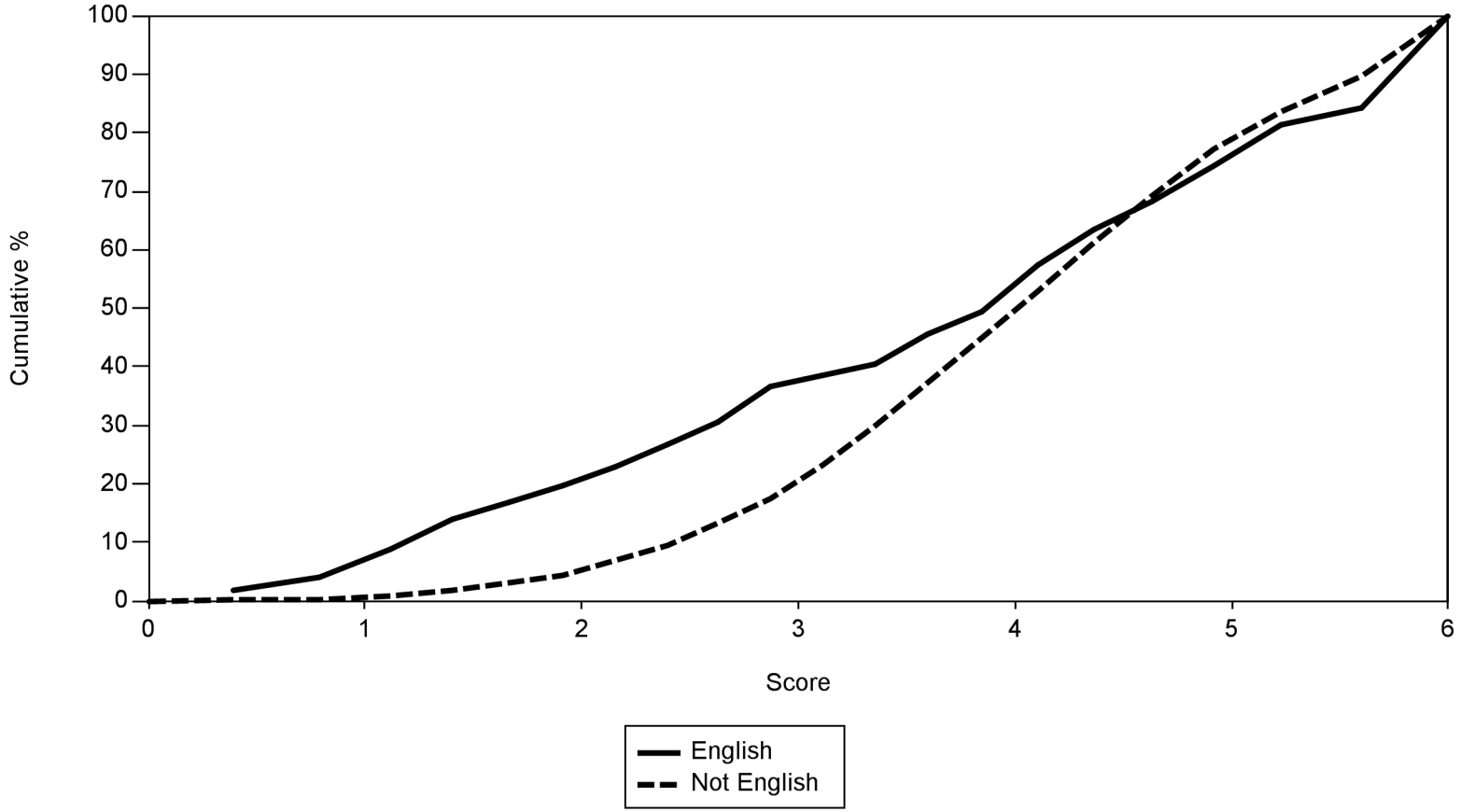
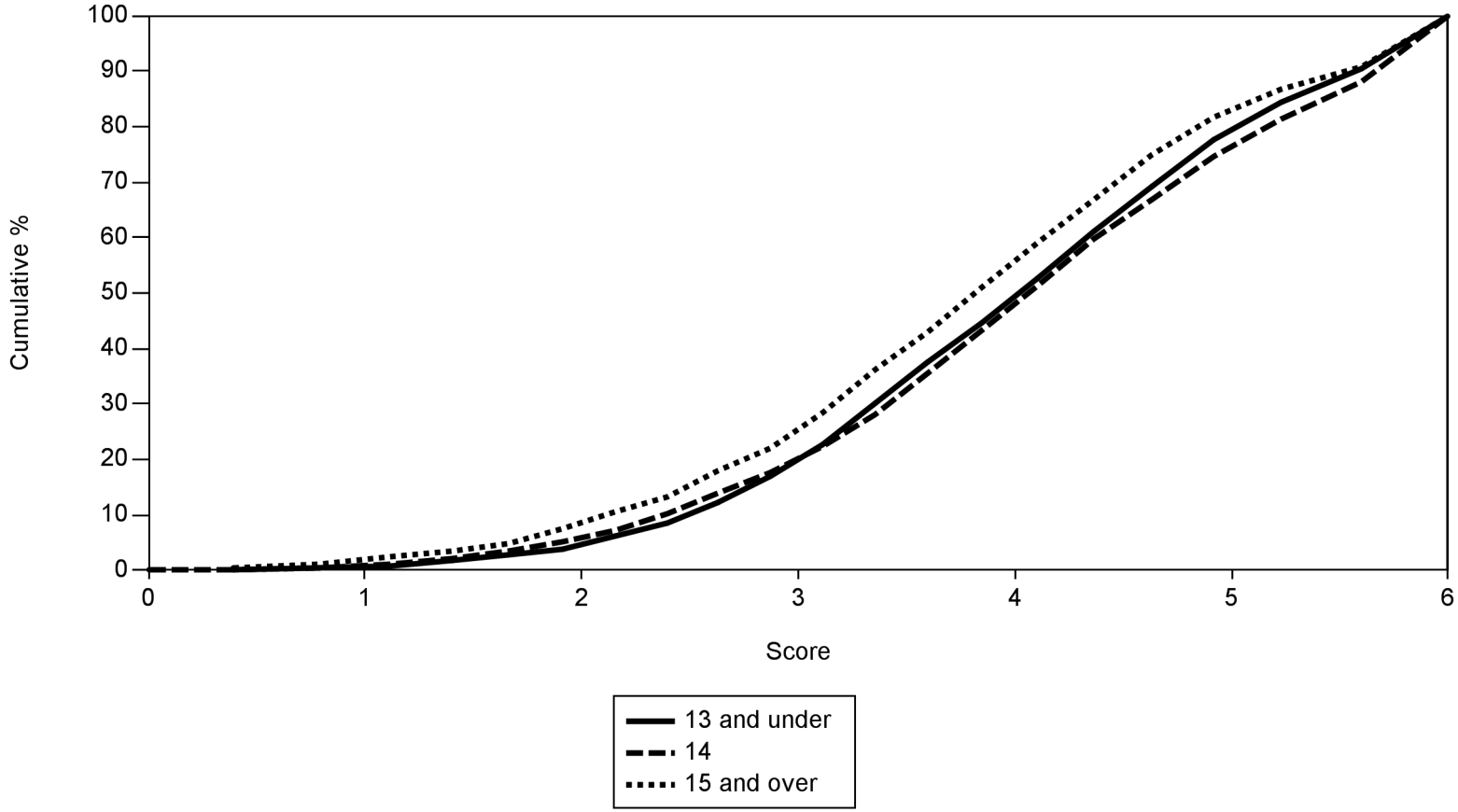


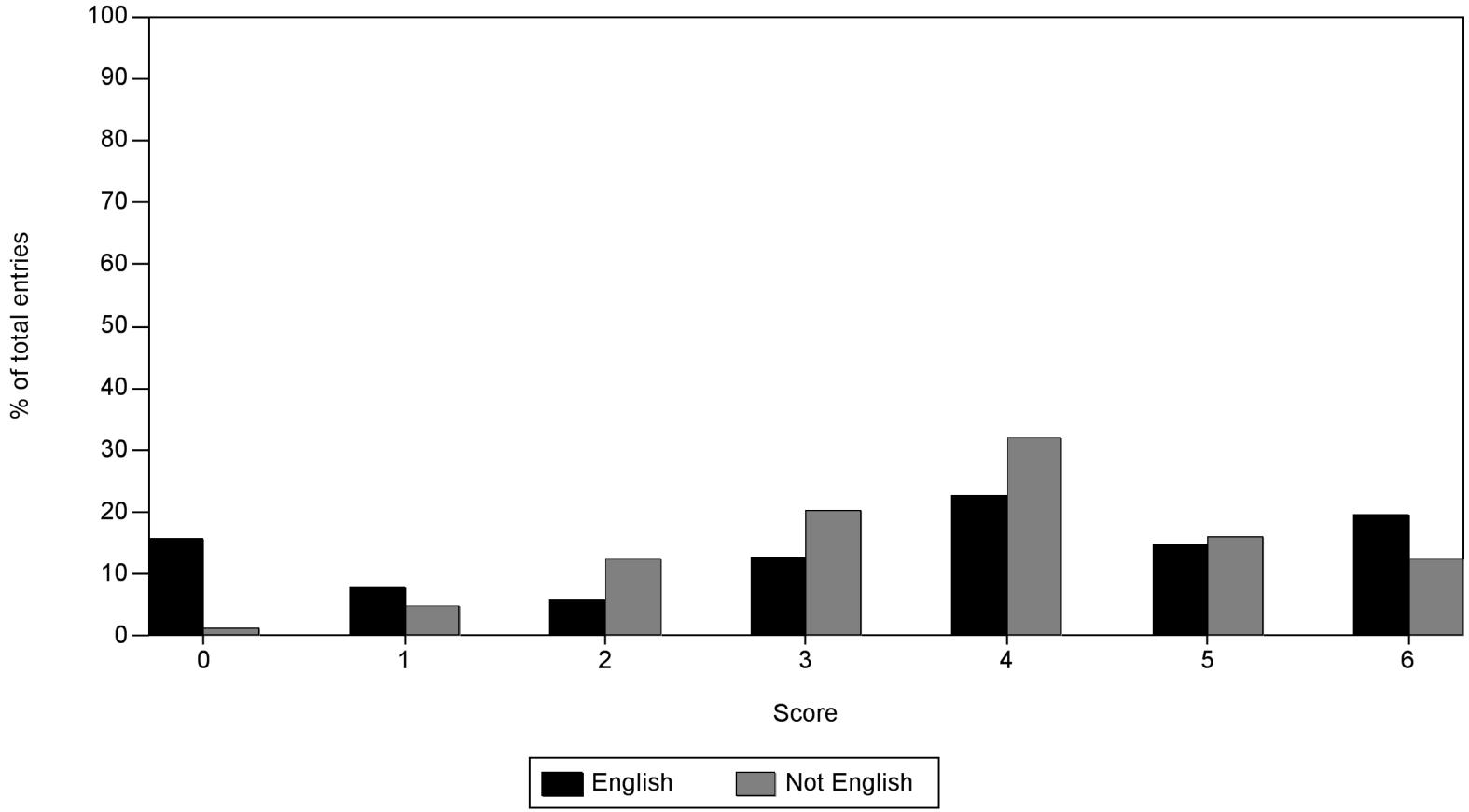
Distribution of Cambridge Secondary 1 Checkpoint Reading score by student's first language, showing the cumulative percentage of the number of students at each score.



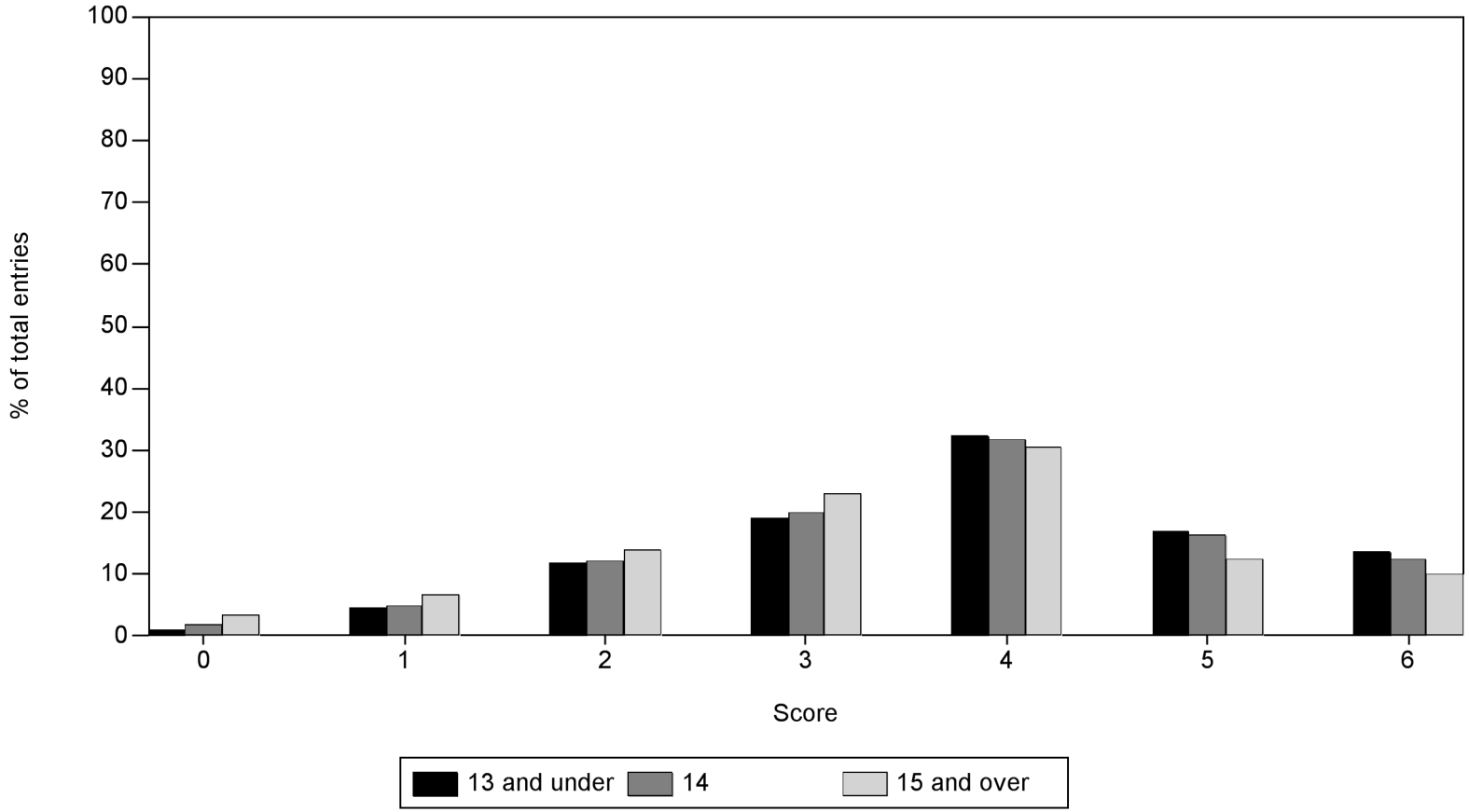
Distribution of Cambridge Secondary 1 Checkpoint Reading score by student's age, showing the cumulative percentage of the number of students at each score.



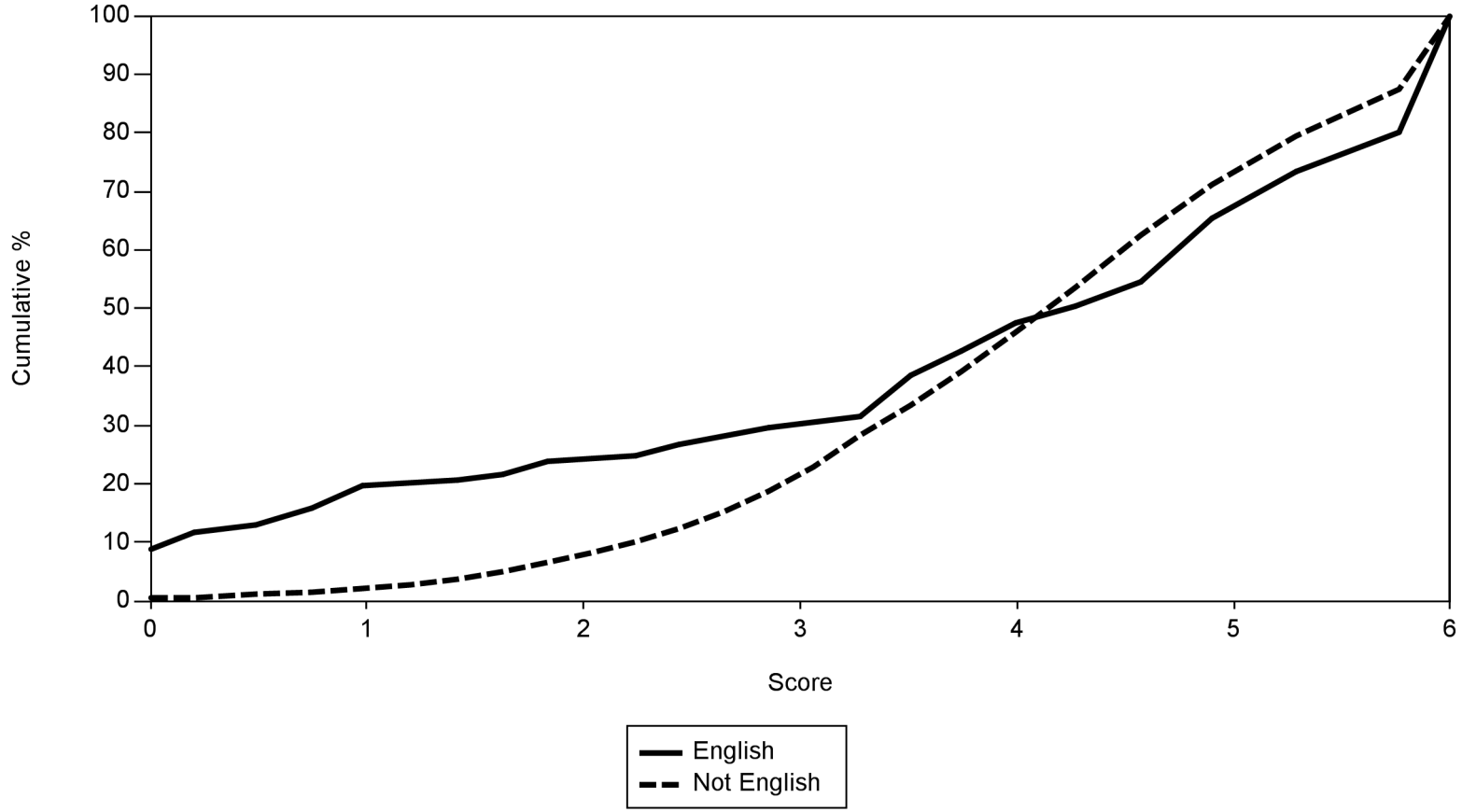
Distribution of Cambridge Secondary 1 Checkpoint Usage score classified by student's first language.



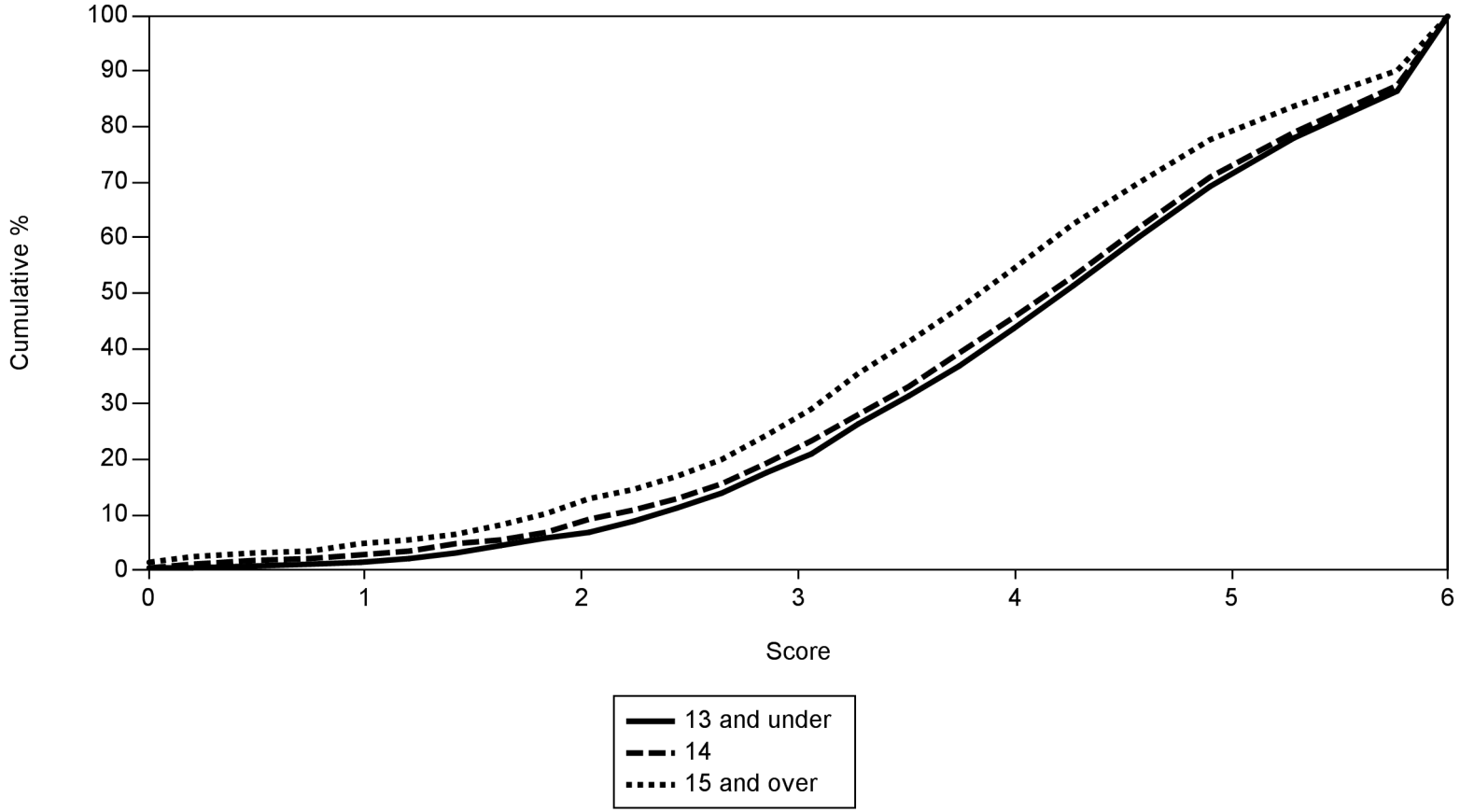
Distribution of Cambridge Secondary 1 Checkpoint Usage score classified by student's age.



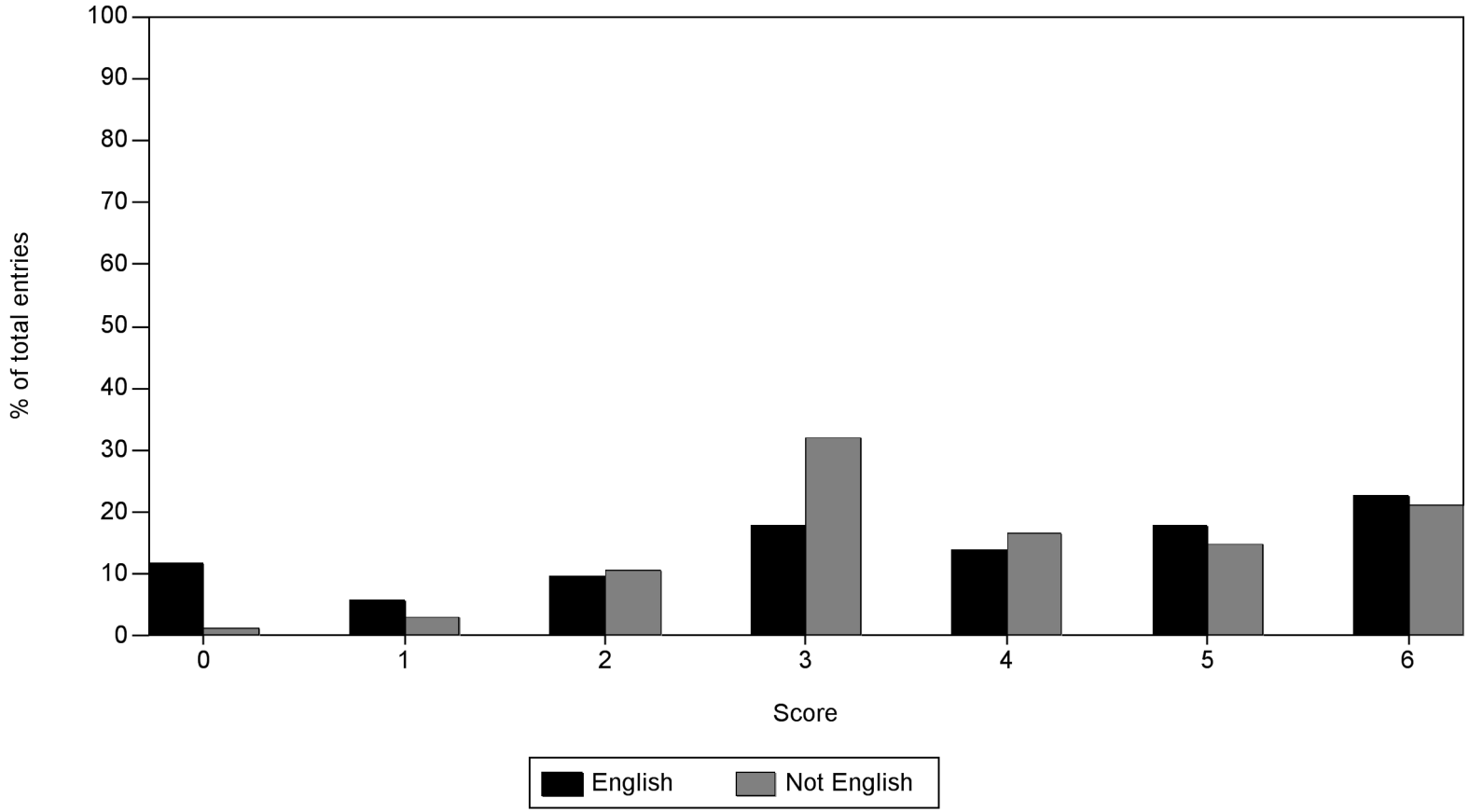
Distribution of Cambridge Secondary 1 Checkpoint Usage score by student's first language, showing the cumulative percentage of the number of students at each score.



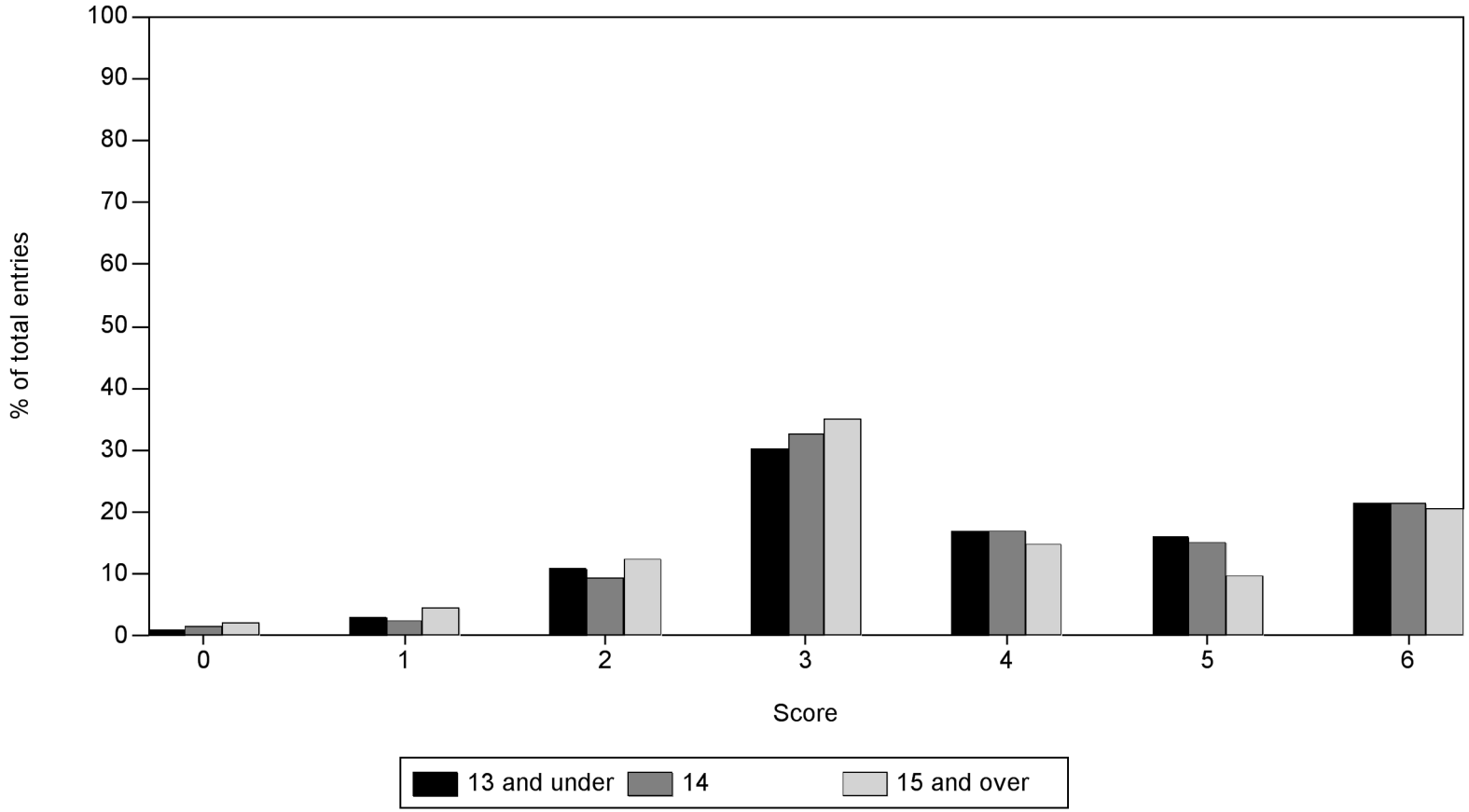
Distribution of Cambridge Secondary 1 Checkpoint Usage score by student's age, showing the cumulative percentage of the number of students at each score.



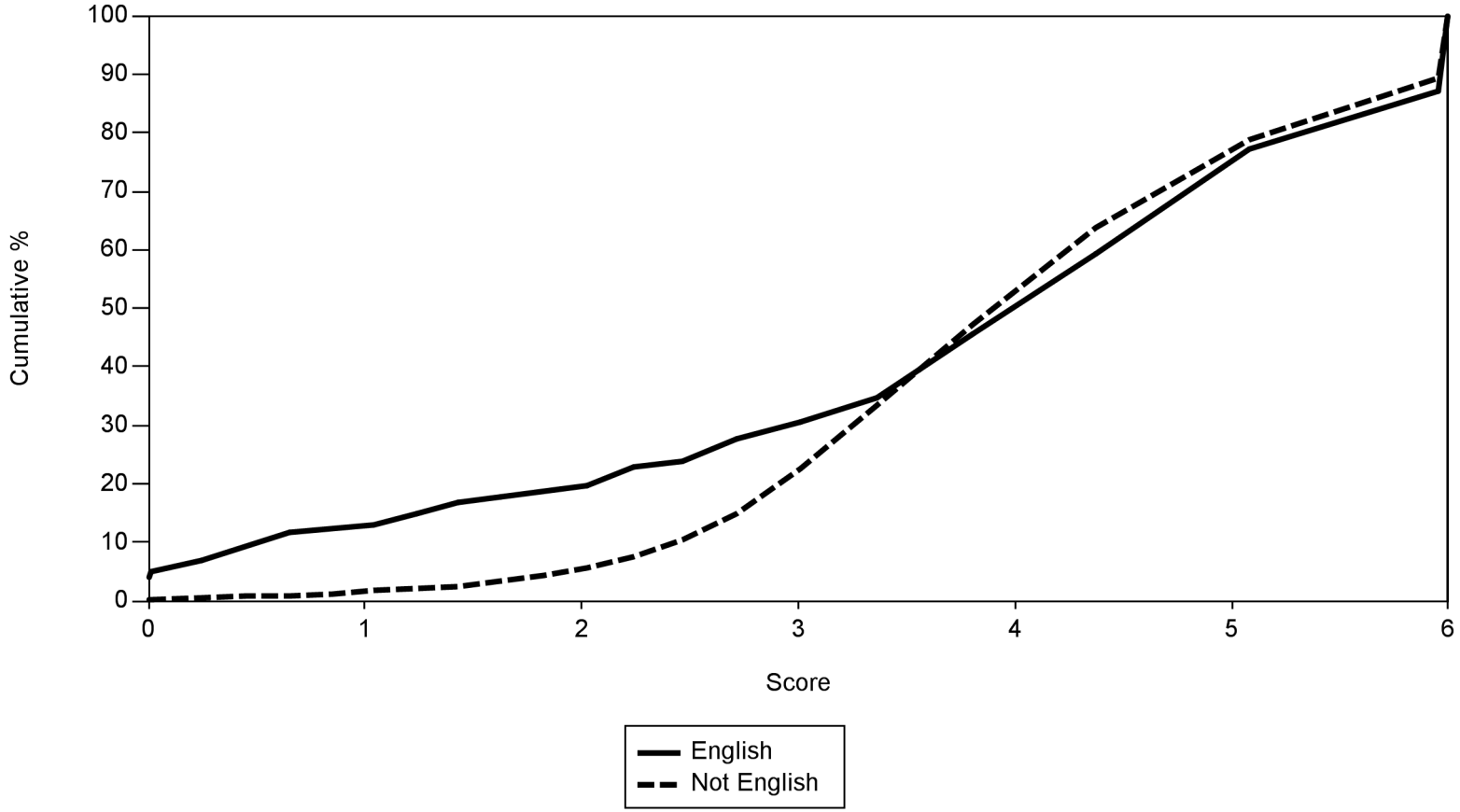
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's first language.



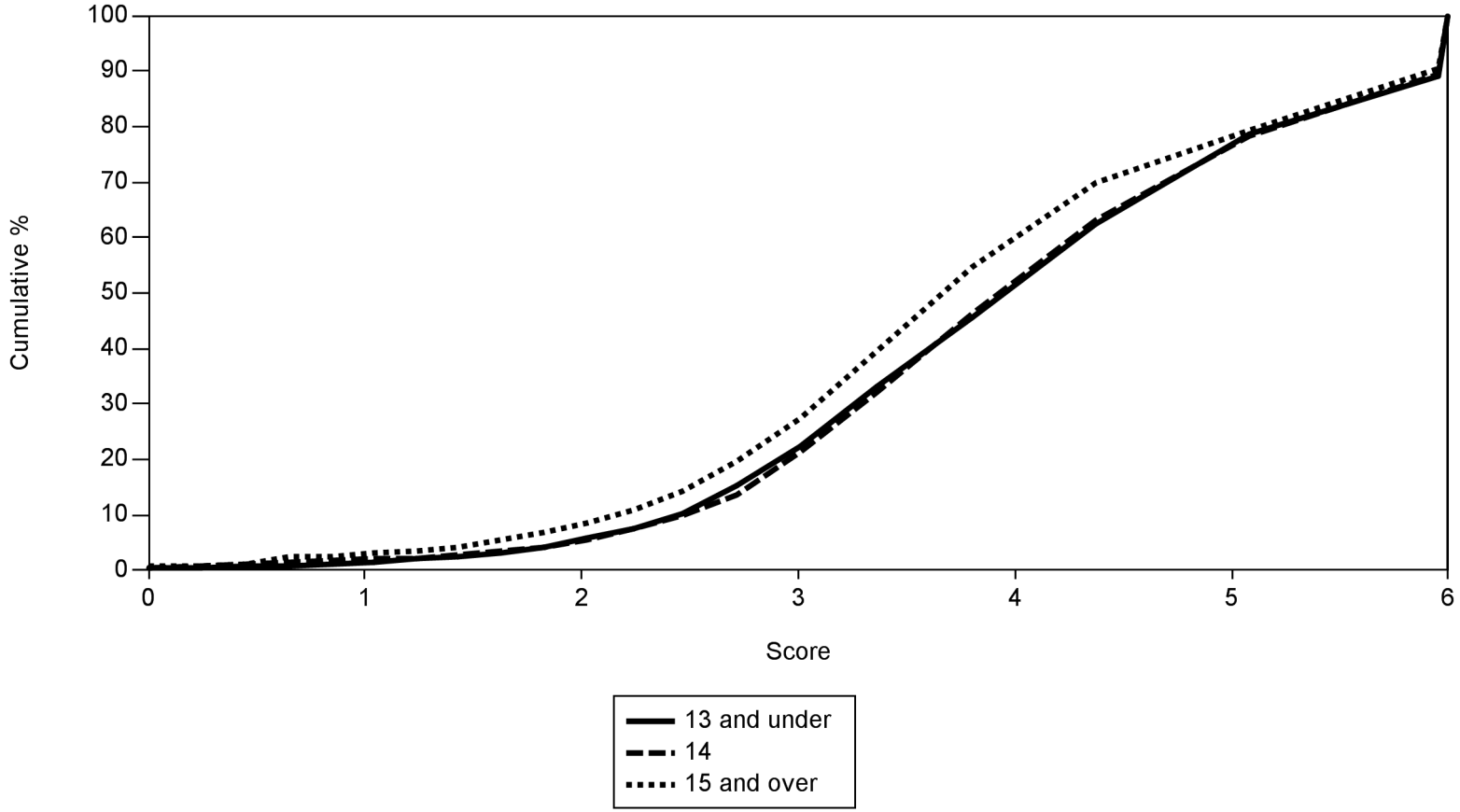
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's age.



Distribution of Cambridge Secondary 1 Checkpoint Writing score by student's first language, showing the cumulative percentage of the number of students at each score.



Distribution of Cambridge Secondary 1 Checkpoint Writing score by student's age, showing the cumulative percentage of the number of students at each score.



3. Cambridge Secondary 1 Checkpoint English 1111

3.1 Comments on specific questions – English 1111 component 01

Section A – Reading

The first passage was a text about rivers. The second, an extract from a report on a school project about rubbish (garbage) was the basis of question 7, the summary. The extended writing in Section B, question 8, required a report for a school magazine on the environment around the school.

Question 1

This question was in three parts. The first (1a) asked what the planets Earth and Mars once had in common. The second (1b) asked why the measurements of the two longest rivers are controversial. The third (1c) asked what makes it difficult to identify the starting point of both rivers.

(a) This was answered correctly by a large number of learners.

(b) Most learners gained this mark. Where marks were lost, it was typically because of a failure to answer the question. Some learners gave measurements and explained why they were different; however, this did not explain why the measurements were controversial.

(c) This was reasonably well answered. A few learners repeated the question; others were confused by the 'muddied' reference and answered that the mud made it difficult to identify the starting point of both rivers.

Question 2

This question identified four words used in the text and asked for their meanings in the context given. To gain marks, learners must ensure the words they choose fit into the passage rather than just offer the most common alternative.

(a) 'Rival': This was reasonably well answered. Marks were lost because of the need for agreement with nearby words.

(b) 'Reflect': This was possibly the best answered of the four. Incorrect answers included 'mirror'.

(c) 'Account': Aspects of banking, 'bank account' and 'keep a record' caused some lost marks, but generally this was reasonably well answered.

(d) 'Stem': This was also quite well answered. Some learners suggested 'branch out'; 'a stem', 'main part' and 'hot water vapour', which was presumably suggested by confusion with the word steam.

To gain a mark, only the first answer is accepted.

Question 3

Most learners gained two marks; almost all gained one. Very few were awarded no marks at all. Although some learners put commas and other punctuation marks directly above one another, most were able to position speech marks and full stops accurately.

Question 4

This question required learners to insert a relative clause into the simple sentence 'The Amazon is in South America', using information from the passage. A significant number of responses gained the mark. Some omitted commas, and so lost the mark. Others seemingly were unsure what a relative clause was.

Question 5

Some learners found this question challenging. Marks were sometimes lost because of writing two sentences disguised as one. Less strong learners copied the sentences without attempting to link them, or provided only one valid link.

Question 6

This question required learners to insert two different forms of the same verb into the sentence 'The man …….. his canoe behind a tree so that it would be …….. from river pirates, and was generally well answered. When marks were lost, it was because of the second response not matching the first, either because of tense or because it was a different word. Some learners who understood the question wrote 'hidded' as the past tense of 'hide'. A small number responded with random words, not necessarily verbs, or paired up two different verbs. Some used the present tense 'hides' or 'hide' for the first gap. Other verbs were rare.

Question 7

The summary question was split into two parts. The first asked learners to make notes on the methods used to raise awareness and involve the community in solving the pollution problem, while the second focused on the ability to present points in well-organised, accurate sentences, with a limit of 80 to 100 words. This questions was generally well done; however, some students did not appreciate the distinction between the two tasks (a) and (b), and so gave similar responses for both.

(a) A common feature here seemed to be a rather lengthy introduction repeating the information in the instruction, or copying parts of the first paragraph, neither of which were useful and in some cases led to the summary being lengthy. Some learners did not understand the question, thereby writing more of an essay.

(b) Very few learners moved away from the text language to produce genuine own-word responses, but many certainly had the linguistic tools to structure their answers, and thus showed the ability to produce well-organised sentences as required. Some learners misinterpreted the task of writing a summary and produced a scenario of their own, coming up with various environmental strategies not mentioned in the original text.

Section B - Writing

Question 8

This question was generally well answered. Very few short answers were seen, and most learners seemed to be confident about tackling this task. A few learners ran out of time, and wrote reports that ended abruptly. While some confined themselves to the bullet points indicated in the question, others ranged far from their school grounds and applied a looser interpretation. A number of answers were highly factual.

Purpose and Audience

Some learners did deviate from the question given, and wrote on pollution or the need to form an organisation for cleanliness. These learners were seemingly influenced by the passage in question 7.

Text structure

The vast majority of responses used paragraphing well for structure, and many had at least a rudimentary introduction. Many followed the suggestions from the rubric, with some using them as sub-titles. Less-strong responses often missed a conclusion.

Sentence Structure

Strong examples of sentence structure were extremely fluent, and there were many highly competent learners. Most learners had an appropriate range of sentence structures at their disposal and communicated well with their reader.

Punctuation

Punctuation was generally handled well. A minority of learners struggled to recognise that they had arrived at the end of a sentence and either carried on, using a comma instead of a full stop. There were also examples of random capitalisation and lack of a capital at the beginning of a new sentence. Some responses overused semi-colons, using them instead of commas. In some lengthy sentences, there was a lack of commas, which would have provided clarity. Apostrophes were not always correctly used (its / it's, school's / schools', doesn't / couldnt).

Spelling

Many learners' spelling was secure over a wide range of vocabulary. With some learners writing quickly, slips were sometimes made, such as spelling a word correctly in one line and incorrectly in the next. Some learners were challenged with words that involved a consonant cluster. Those who were awarded four marks were adept in both simple and complex words.

Advice for Teachers

In **Question two**, teachers should ensure that the learners work on replacing words in context. A considerable number of learners explain accurately what the given word means, but not in the context of the passage. Marks were lost in question three because, in addition to the question mark, learners added a comma. They also lost marks because the comma in the body of the piece was outside the speech marks instead of inside. In question four, learners need to work on developing an understanding of how to use commas in relation to a clause, and how to add to the simple sentence given by using words such as which, where or that. Question five is one area that would benefit from classroom time. Many learners still find this challenging, with some merely writing the three sentences out either with or without commas, so not making it into one complex sentence.

In **Question eight**, planning is an important factor. Planning could help to improve text structure. Punctuation is still a challenge, with a great deal of comma splicing, missed commas and incorrect use of colons or semi-colons seen.

3.2 Comments on specific questions – English 1111 component 02

General Comments

Most learners seemed well prepared and were able to empathise with the subject matter and characters in the text material; however, some did not heed particular instructions, especially in those questions which required responses to be in the learner's own words. Underlining such instructions would be good classroom practice.
In questions requiring quotations from the text, these should be kept as concise as possible. Teachers should prepare learners by advising against the use of ellipses (…) as marks are only given if the required words for the answer are written in full.

Question 1

This question was quite straightforward and generally well done.

(a) A number of learners left this blank as they seemed unsure what genre meant. Some gave answers more suited to theme or even gender. Incorrect responses included fairy tale, horror (too extreme) or science fiction. Realistic fiction, narrative and imaginative fiction were all too general.

(b) The majority who were correct in the first part were awarded the mark here, unless the focus was on 'crumbling stone walls', 'laced with silvery cobwebs' or 'just in time to see the door close'.

Question 2

This was quite a discriminating question, which did not ask when Dinah's impression changed, but how. Responses had to include before and after. It was also an 'own words' question where some struggled to reword sufficiently, often copying the 'scowl' element, which did not show sufficient understanding. Those who did successfully tackle the first part almost always selected an appropriate supporting quotation. Occasionally students mistakenly gave Barry's impression of Dinah.

Question 3

Most learners tackled this question successfully. Various forms of 'hate' were acceptable, as a synonym would be difficult to find, although some did well using 'despise' or 'dislike'. As in the previous question, some responses were the wrong way around, being from Dinah's point of view. Teachers should reinforce the importance of checking this detail in class.

Question 4

Most gained the marks here, focusing on her smartness or intelligence and supporting this with a relevant quotation. Some offered too many different responses, including 'brave' which is not strictly true. Again 'she gets everything right' was acceptable for the support but needed to be expressed in the learner's own words rather than verbatim to gain the mark for the first part, without which no marks are available for the second.

Question 5

This question proved difficult for a large proportion of students, who gave two impressions that were so similar that only one mark could be awarded. Many copied (sometimes large) sections from the text, not finding alternative words.

Question 6

(a) Most learners performed well on this question, apart from the few who did not offer at least two actions. Using own words was not an issue here. Those who attempted to explain 'discreetly' (they didn't have to) found the question difficult, and thought it must be something to do with 'secret'.
The second part, dealing with the effectiveness of 'marched', was less well understood, many reiterating the 'straight ahead' and 'not looking round' ideas in the question, for which no marks were forthcoming. Some did well, explaining the focused / confident / self-assured / disciplined / on a mission / allowing no distraction ideas it conjured up.

(b) This was well answered. Most responses picked up on the scary / strange / odd aspects. Only a few erroneously commented on Barry's own feelings of shock / surprise / being scared.

Question 7

This was a straightforward retrieval question and was generally very well done. Some included the 'older than any other' point, which was not accepted: being old does not in itself imply 'bad condidtion'. Occasionally, responses included details from the last paragraph about the trees / Dinah's house / the sky / the garden being cold, which were incorrect.

Question 8

This 'effect' question discriminates well between students. Teachers could prepare their learners by encouraging them to come up with synonyms rather than using the given words from the question, which will not gain marks.

(a) This seemed to be the less challenging of the two parts, with a number of learners gaining one mark for glossing the dictionary definition of pressed (close / clustered / crowded, for instance). Gaining the second mark was challenging, and very few gained it. To do so meant focusing on the intensity or urgency.

(b) 'Determination' was the word targeted, but many responses instead tried to explain 'sinister'. Again, few second marks were awarded for successfully explaining the intimidating / unyielding effect of the intention.

Question 9

Most learners understood and addressed both the nature and the content of the writing task, but there was little variation in the content and theme across the papers. Responses perhaps lacked some variety. A few responses were based entirely on the Dinah and Barry one in the text, even going so far as to use the same names. There were a small number of response in which learners had transcribed the source text word for word. There were well-written exceptions, of course, well-crafted and mature, but these were much less common.

Most responses showed evidence of clear paragraphing. The effects of these could be further enhanced by the use of varied, but not mechanical, connectives. In terms of text structure there were creditable attempts to vary the chronology using flashback, for instance, with interesting cyclical structures.

Most learners relied on simple or compound sentences, and there was sometimes an excess of dialogue to little effect (or, alternatively, none at all, thus missing the opportunity to show the correct use of punctuation). Clauses to focus attention and create effect could often have been used to enliven writing. Sentence opening could vary from he, she, they.

Areas where teaching could be focused:

- control of verb forms: some responses switched from present to past and back again, disrupting the flow and sense
- correct use of prepositions: sit at, not on , a desk / in, not at, the morning / jealous of, not from, him / knock on the door / in, not on, my school, and so on
- mixed agreement: plurals / singulars, confusingly changing from first person narrative to (s)he and back again
- more ambitious vocabulary and use of idiom.

3.3 Table and charts of sub-group performances - English 1111

Performances for each syllabus are reported separately; the entries for on-screen and paper-based syllabuses are not combined.

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.

Demographic breakdown of total entry for Cambridge Secondary 1 Checkpoint English

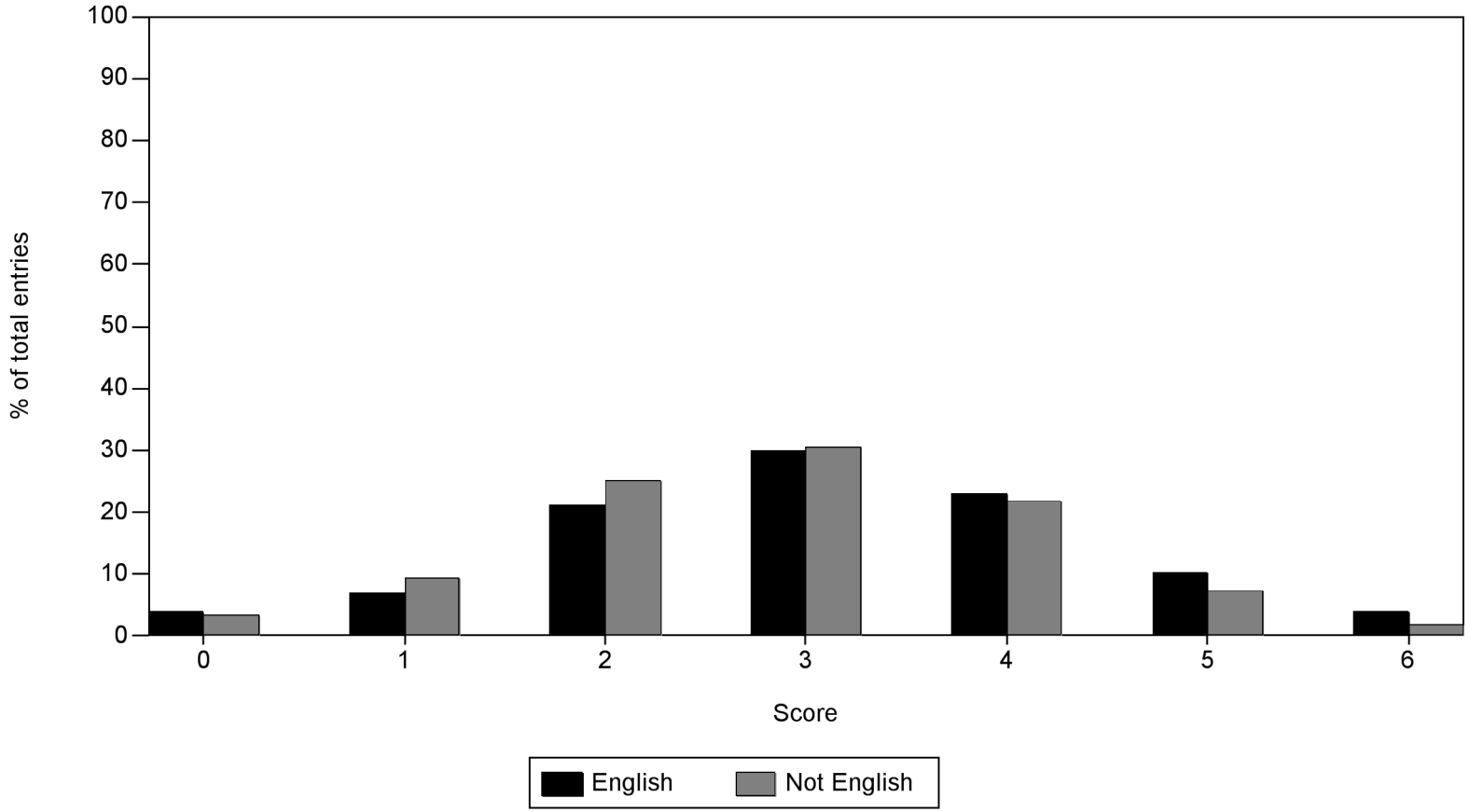
		Percentage of total entry	Average total score	Average Reading score	Average Usage score	Average Writing score
Age in years	**First Language**					
13 and under	Not English	23.6	3.2	3.2	3.2	3.1
13 and under	English	16.0	3.5	3.4	3.5	3.5
13 and under	All	39.6	3.3	3.3	3.3	3.3
Age in years	**First Language**					
14	Not English	28.5	3.4	3.4	3.4	3.4
14	English	17.4	3.7	3.6	3.7	3.7
14	All	45.9	3.5	3.5	3.5	3.5
Age in years	**First Language**					
15 and over	Not English	11.2	3.4	3.4	3.3	3.4
15 and over	English	3.3	3.0	3.1	2.9	3.0
15 and over	All	14.5	3.3	3.3	3.2	3.3
Age in years	**First Language**					
All	Not English	63.3	3.3	3.4	3.3	3.3
All	English	36.7	3.5	3.5	3.5	3.5
All	All	100.0	3.4	3.4	3.4	3.4

Please note that in the block charts that follow, the horizontal axis representing Cambridge Secondary 1 Checkpoint scores is annotated from 0 to 6.

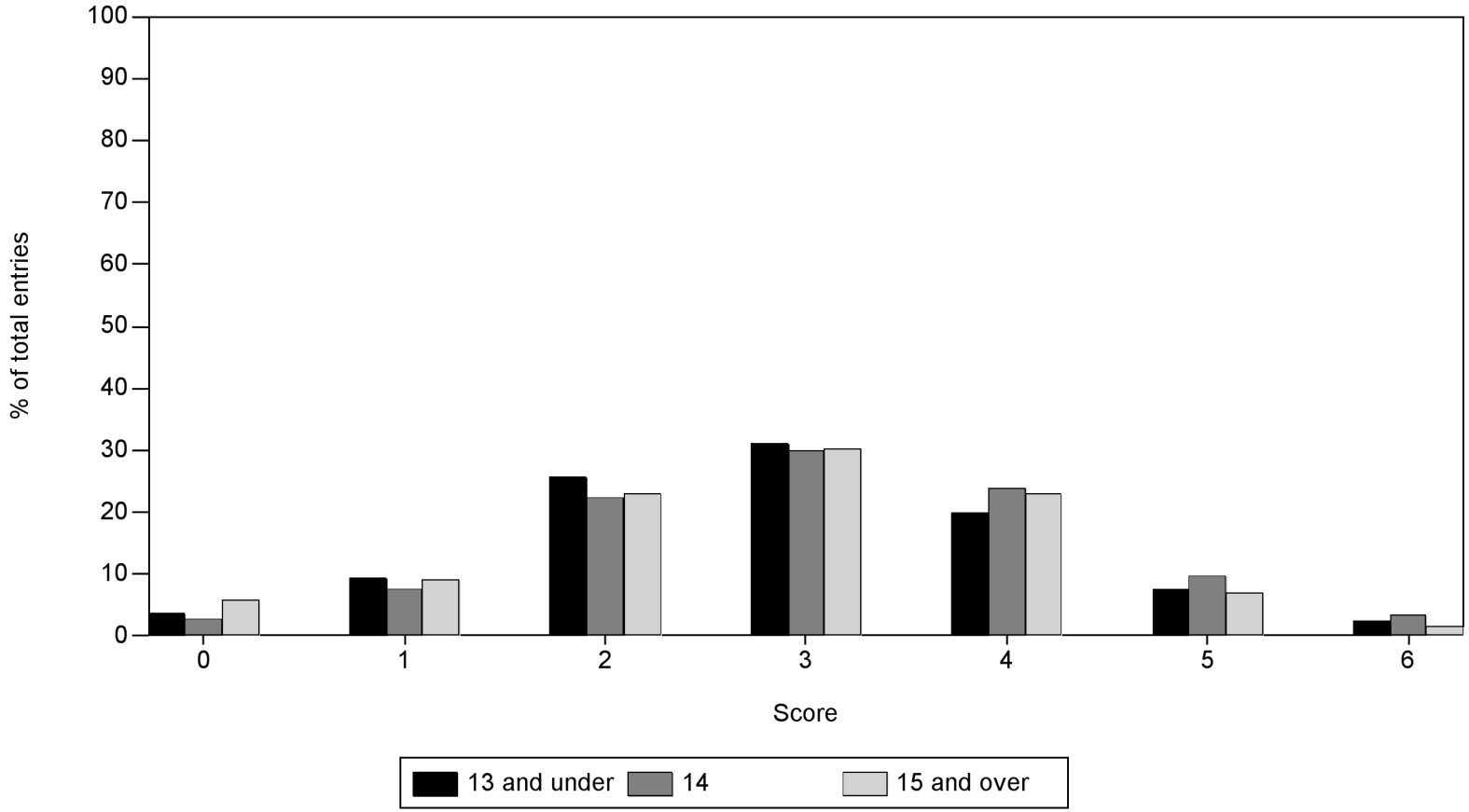
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value 5 represents the group of scores from 5.0 to 5.9,
the value 6 represents the group of scores of 6.0 or more.

For the curve graphs which follow the block charts, the horizontal axis also represents Cambridge Secondary 1 Checkpoint scores, but here the scores are continuous rather than grouped. The tick marks along the horizontal axis therefore represent actual Cambridge Secondary 1 Checkpoint scores.

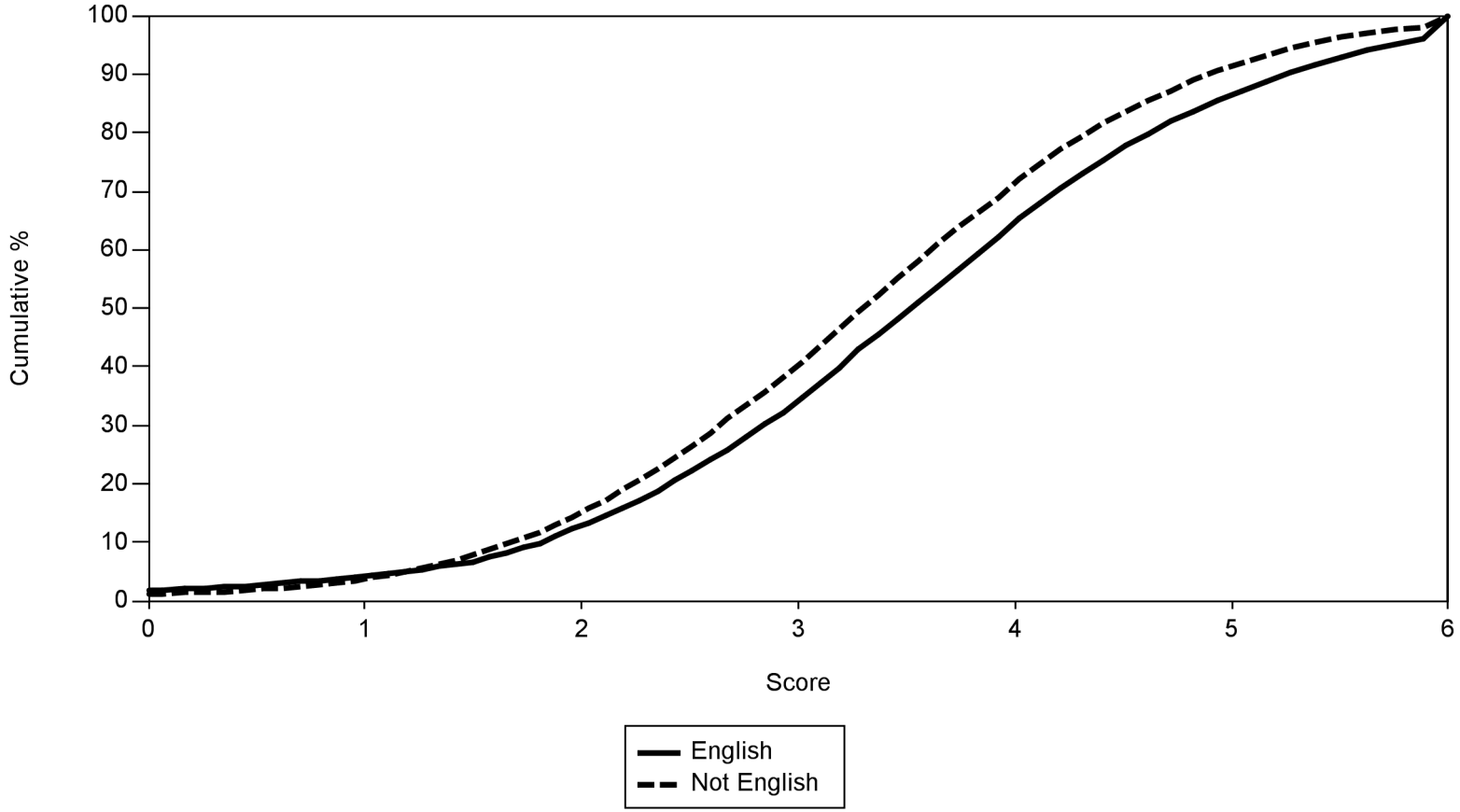
Distribution of Cambridge Secondary 1 Checkpoint total score for English classified by student's first language.



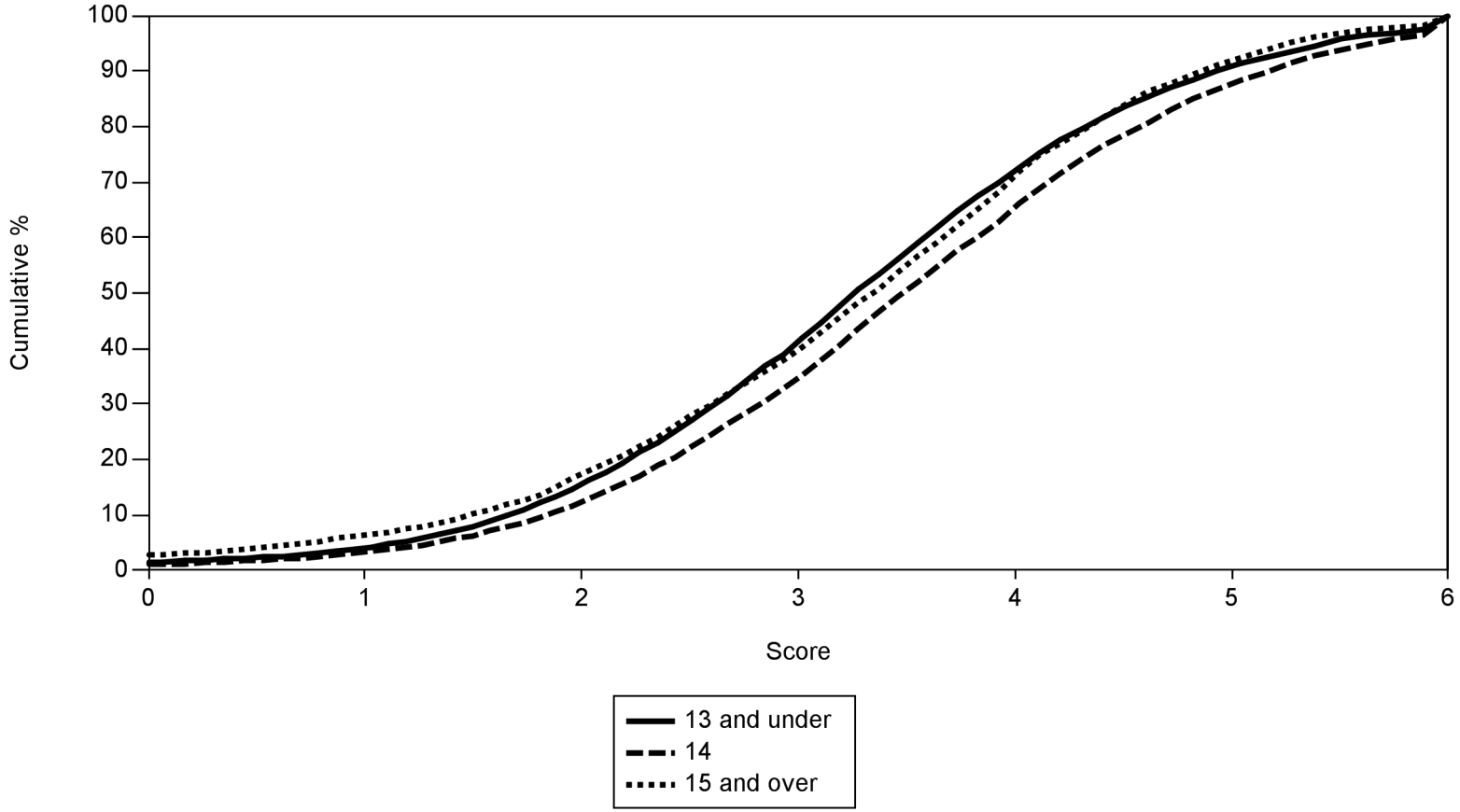
Distribution of Cambridge Secondary 1 Checkpoint total score for English classified by student's age.



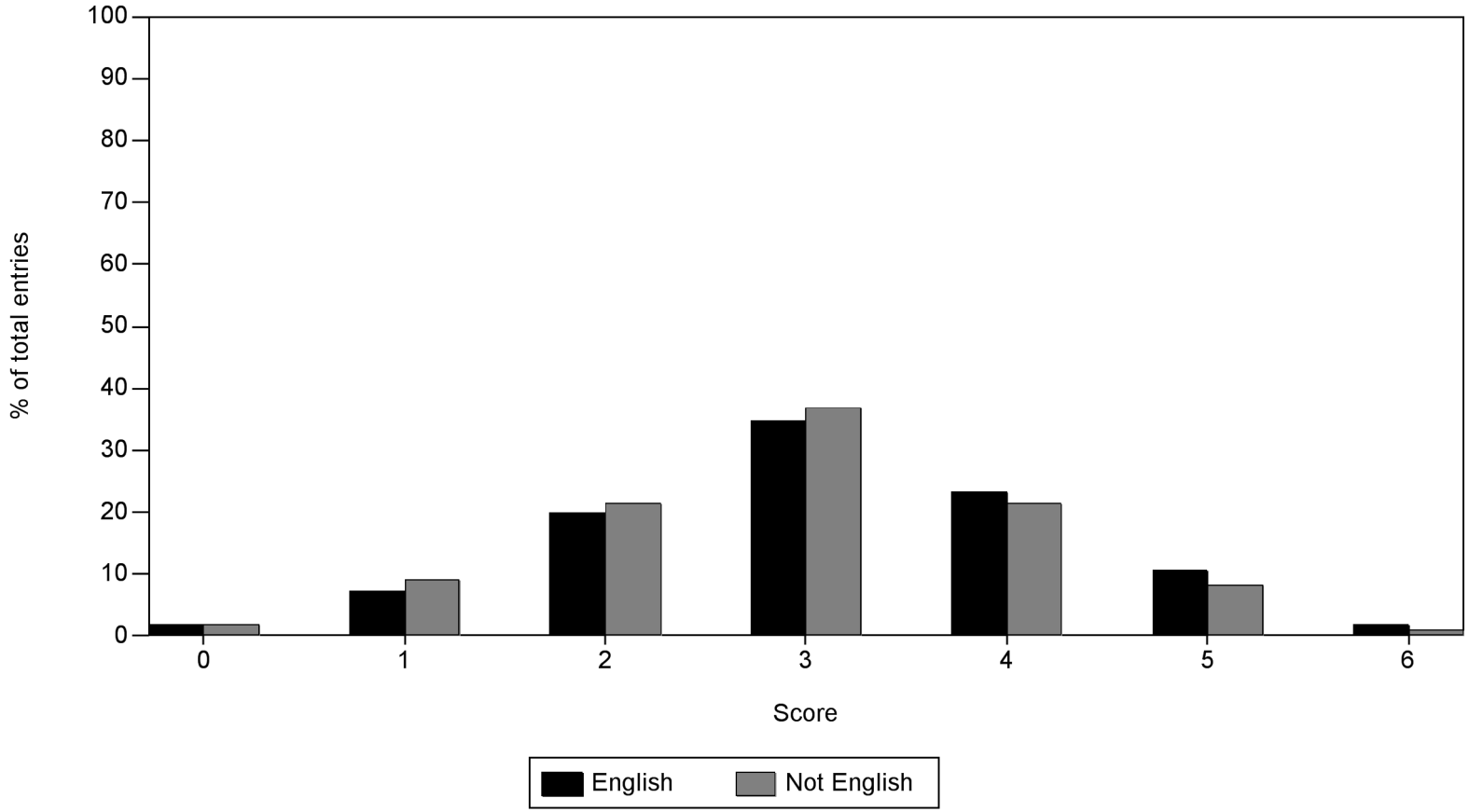
Distribution of Cambridge Secondary 1 Checkpoint total score for English by student's first language, showing the cumulative percentage of the number of students at each score.



Distribution of Cambridge Secondary 1 Checkpoint total score for English by student's age, showing the cumulative percentage of the number of students at each score.



Distribution of Cambridge Secondary 1 Checkpoint Reading score classified by student's first language.



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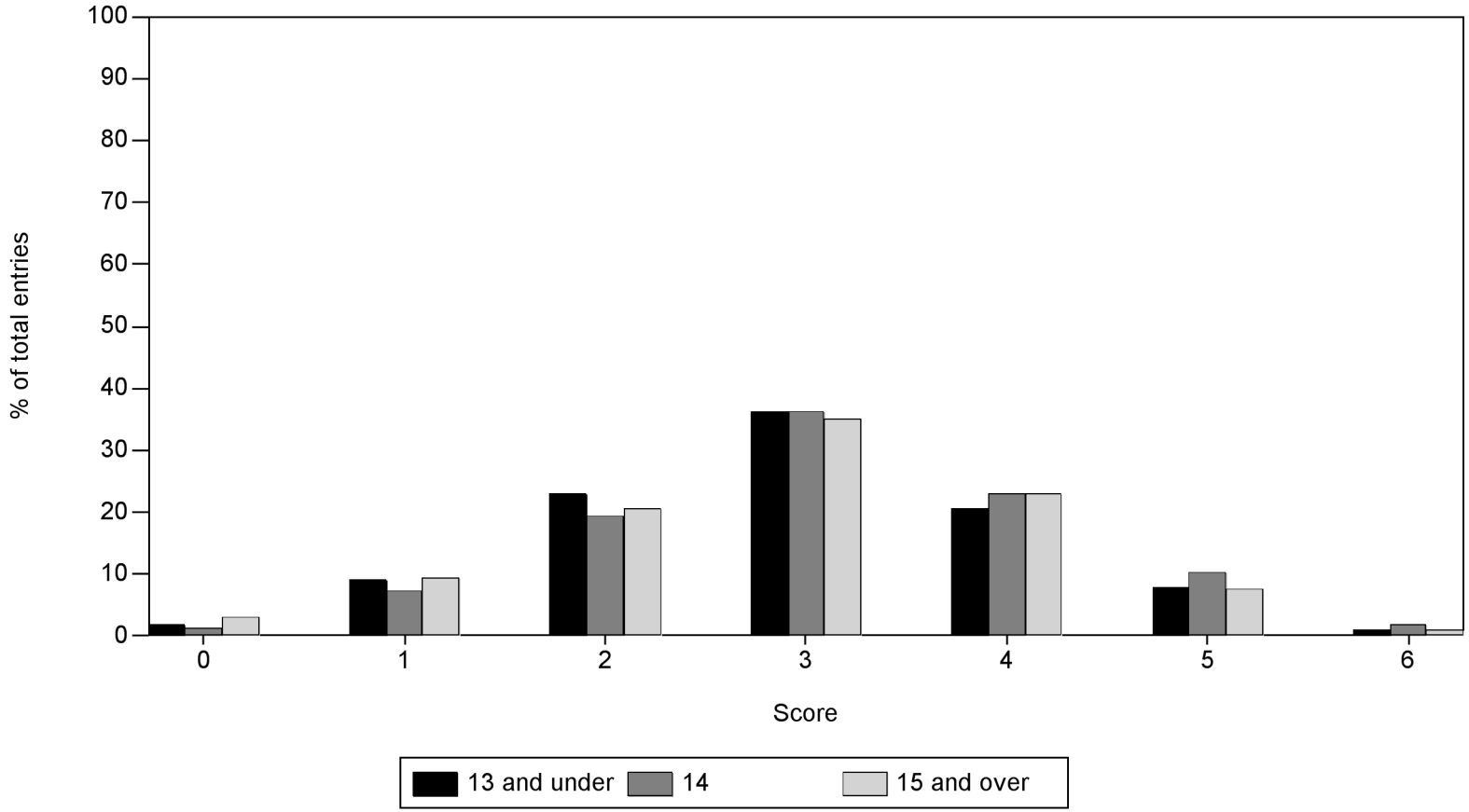

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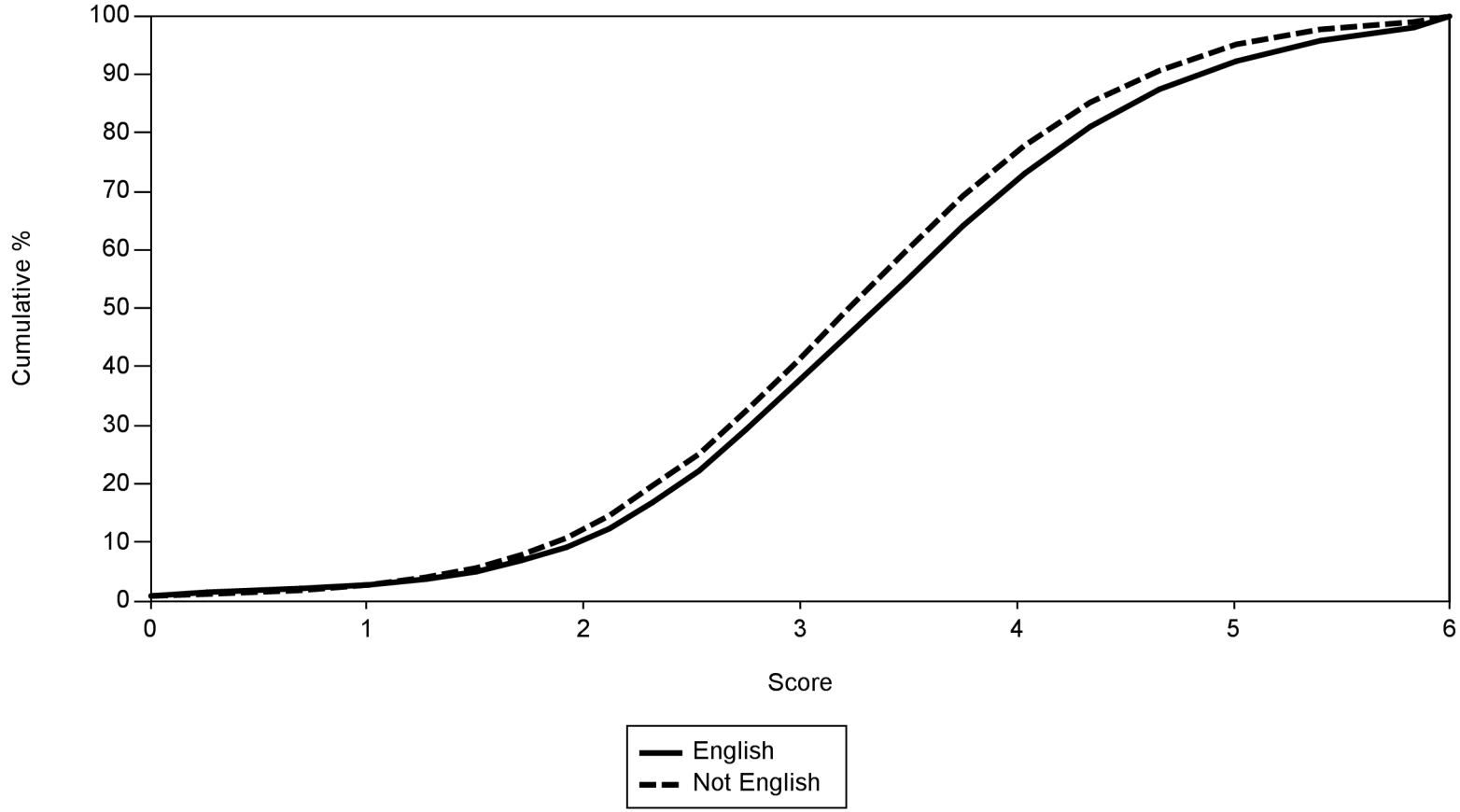
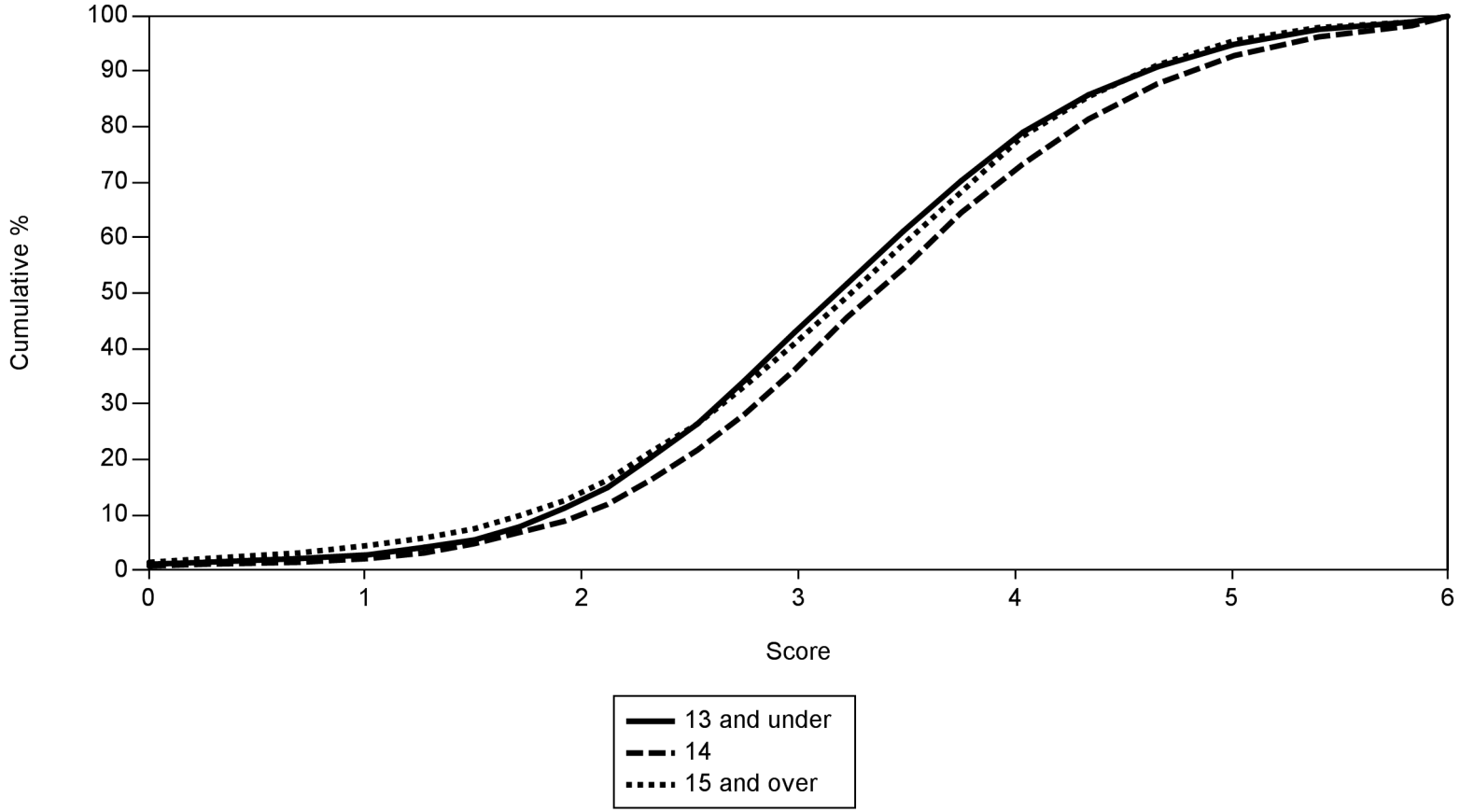
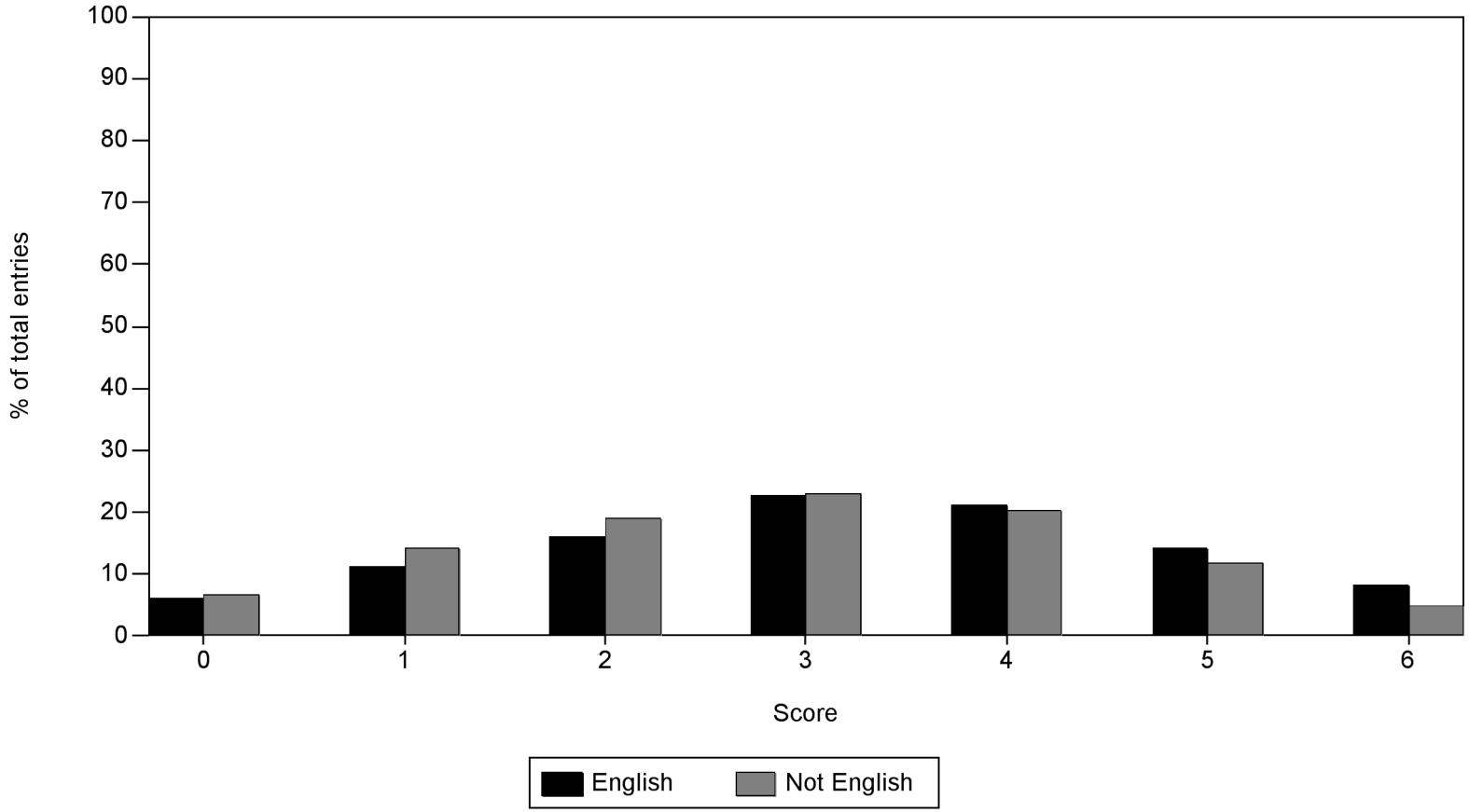


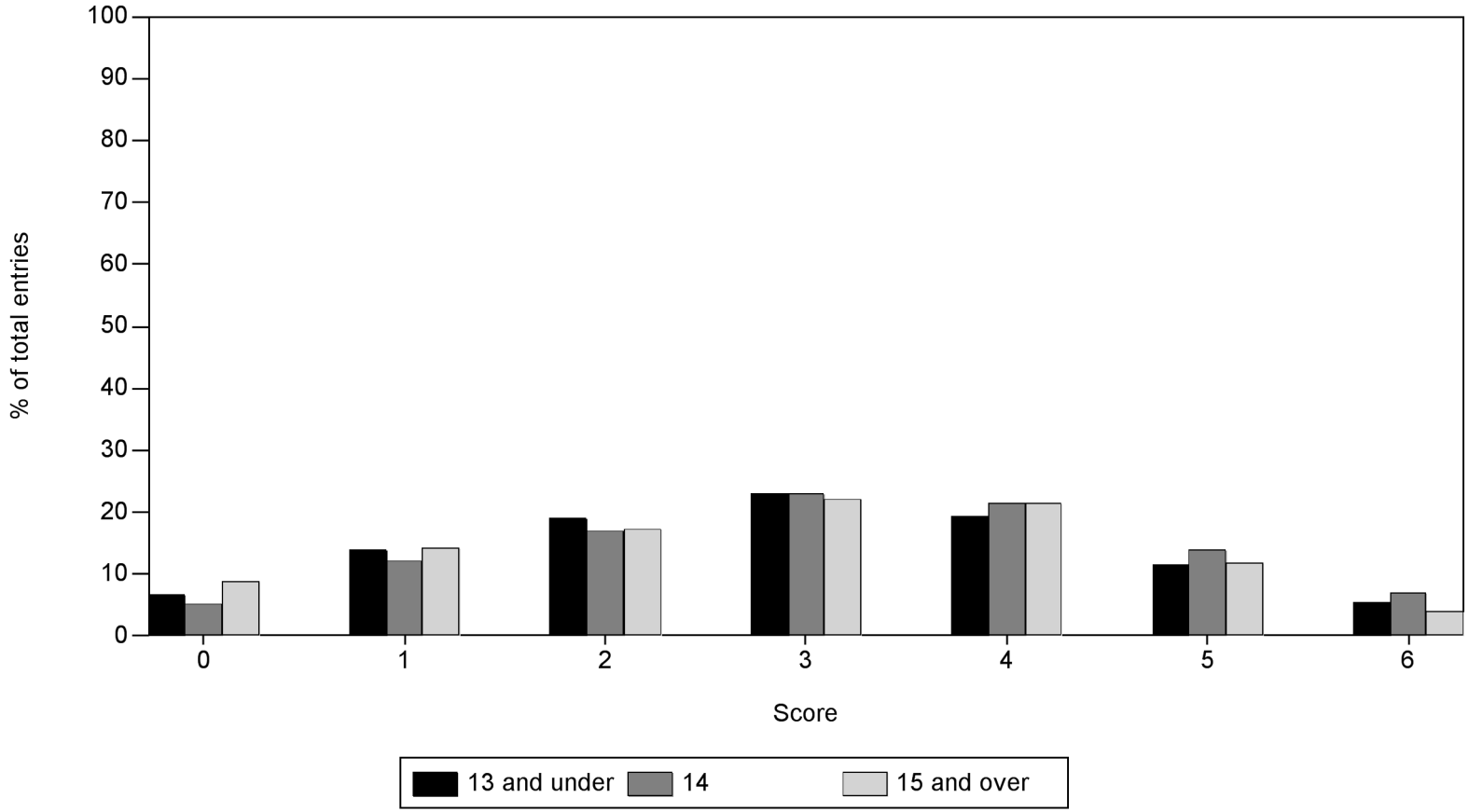
Distribution of Cambridge Secondary 1 Checkpoint Reading score by student's age, showing the cumulative percentage of the number of students at each score.



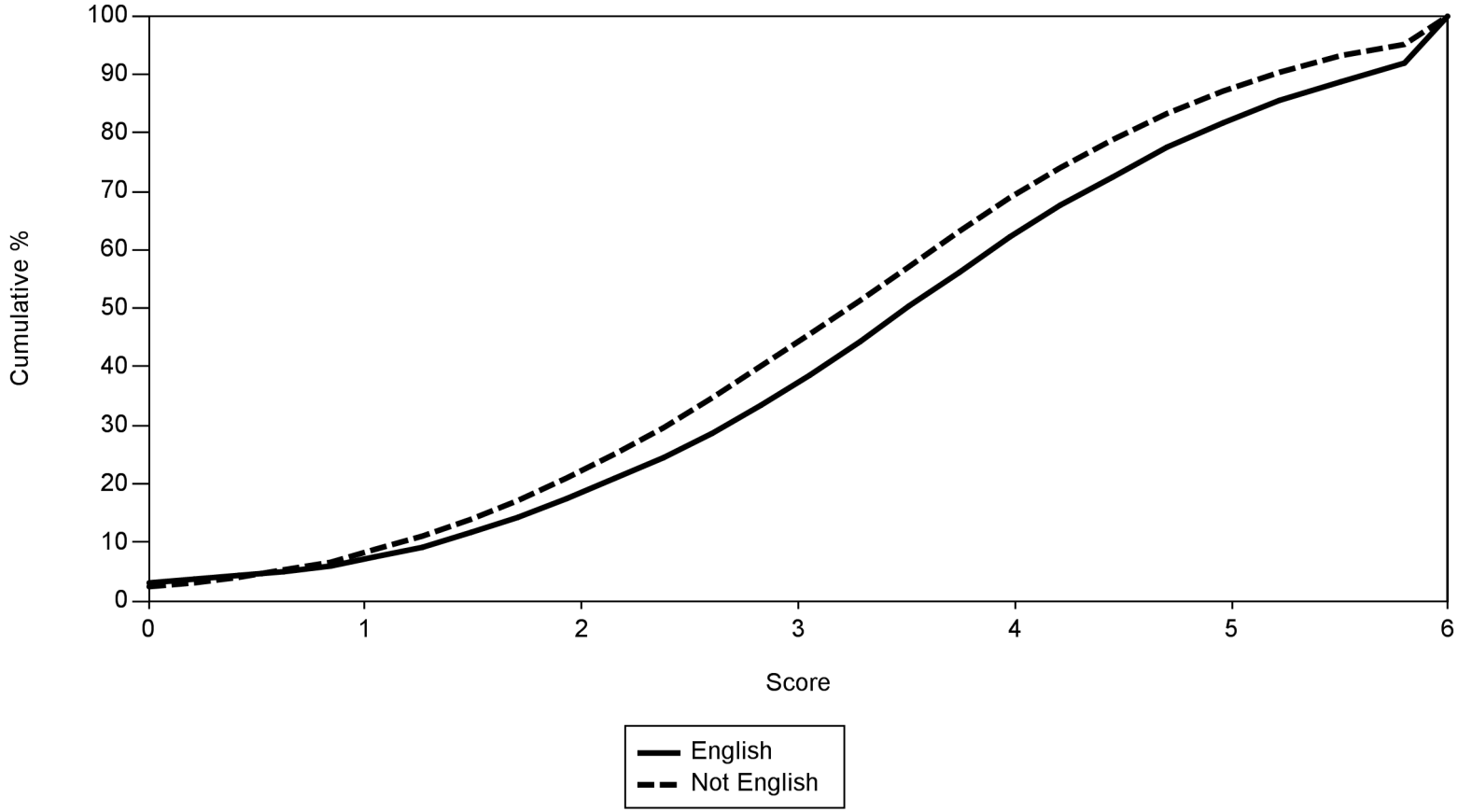
Distribution of Cambridge Secondary 1 Checkpoint Usage score classified by student's first language.



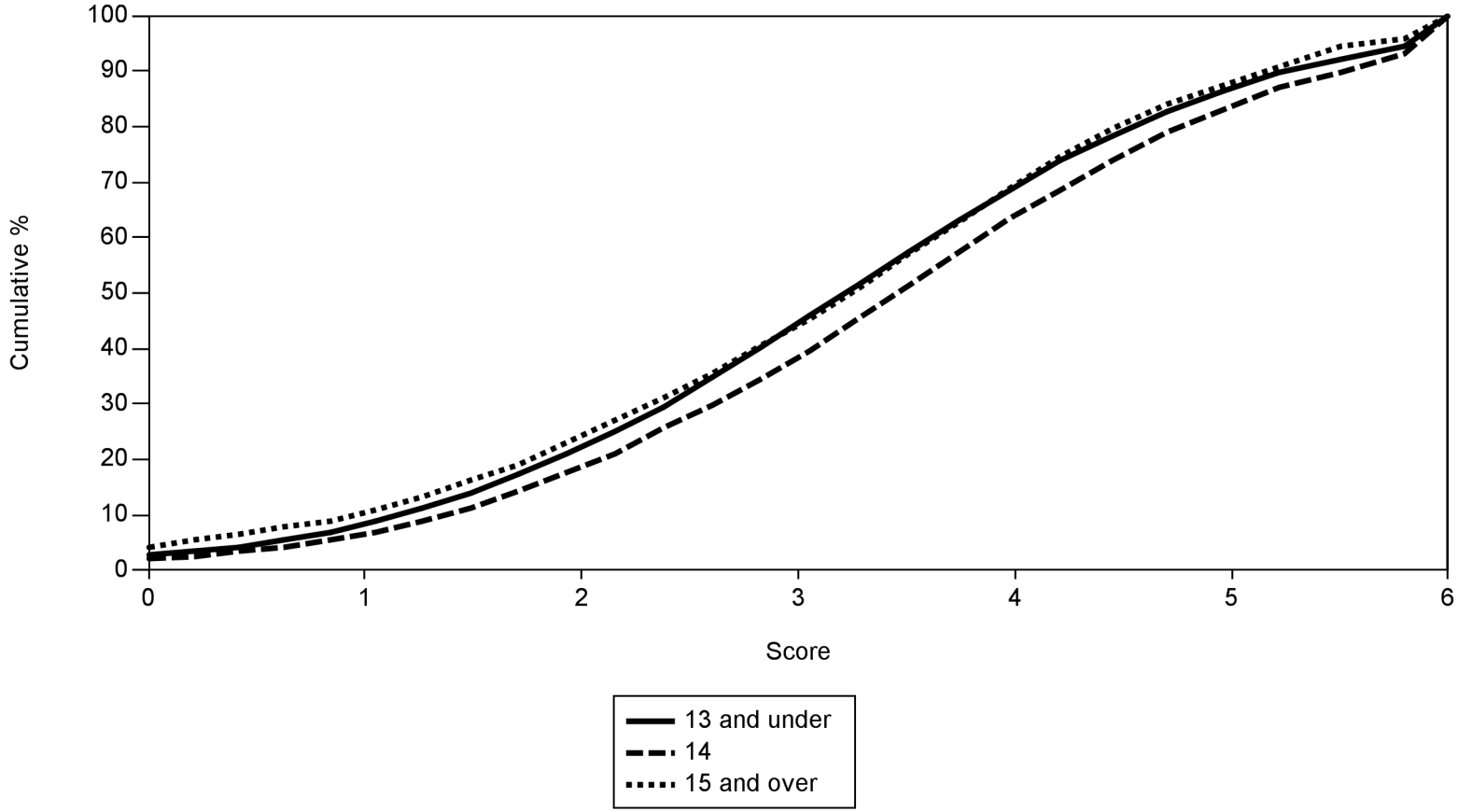
Distribution of Cambridge Secondary 1 Checkpoint Usage score classified by student's age.



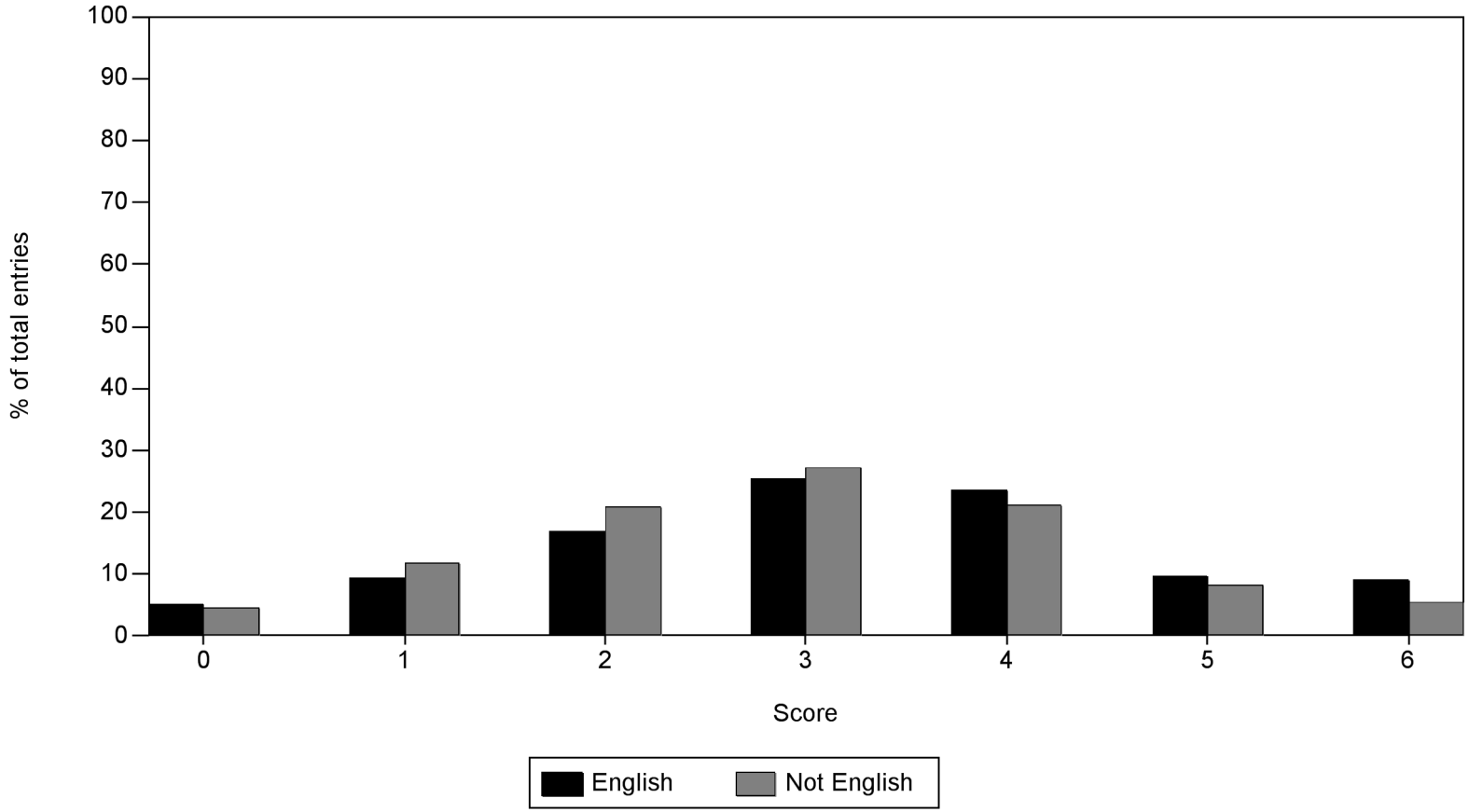
Distribution of Cambridge Secondary 1 Checkpoint Usage score by student's first language, showing the cumulative percentage of the number of students at each score.



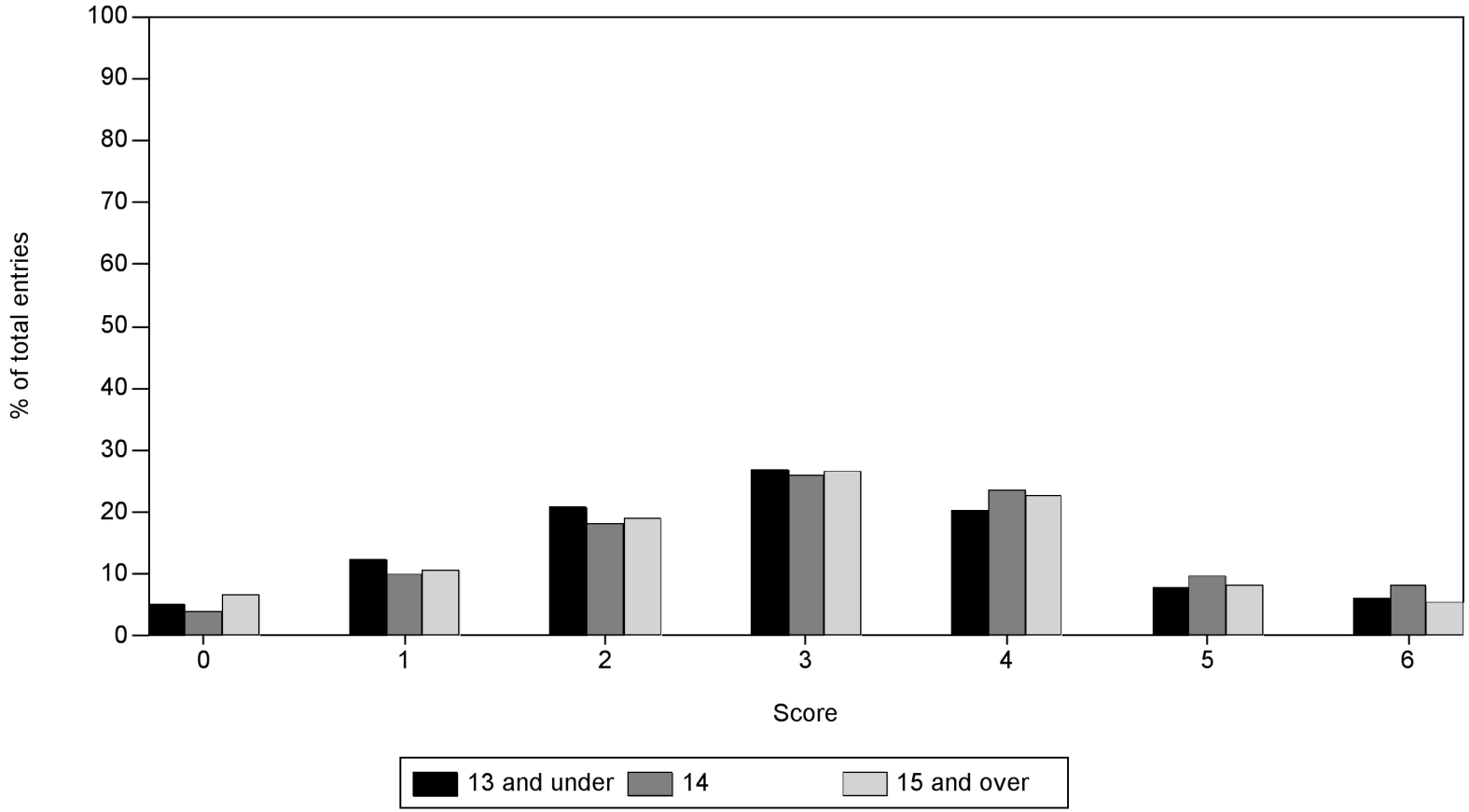
Distribution of Cambridge Secondary 1 Checkpoint Usage score by student's age, showing the cumulative percentage of the number of students at each score.



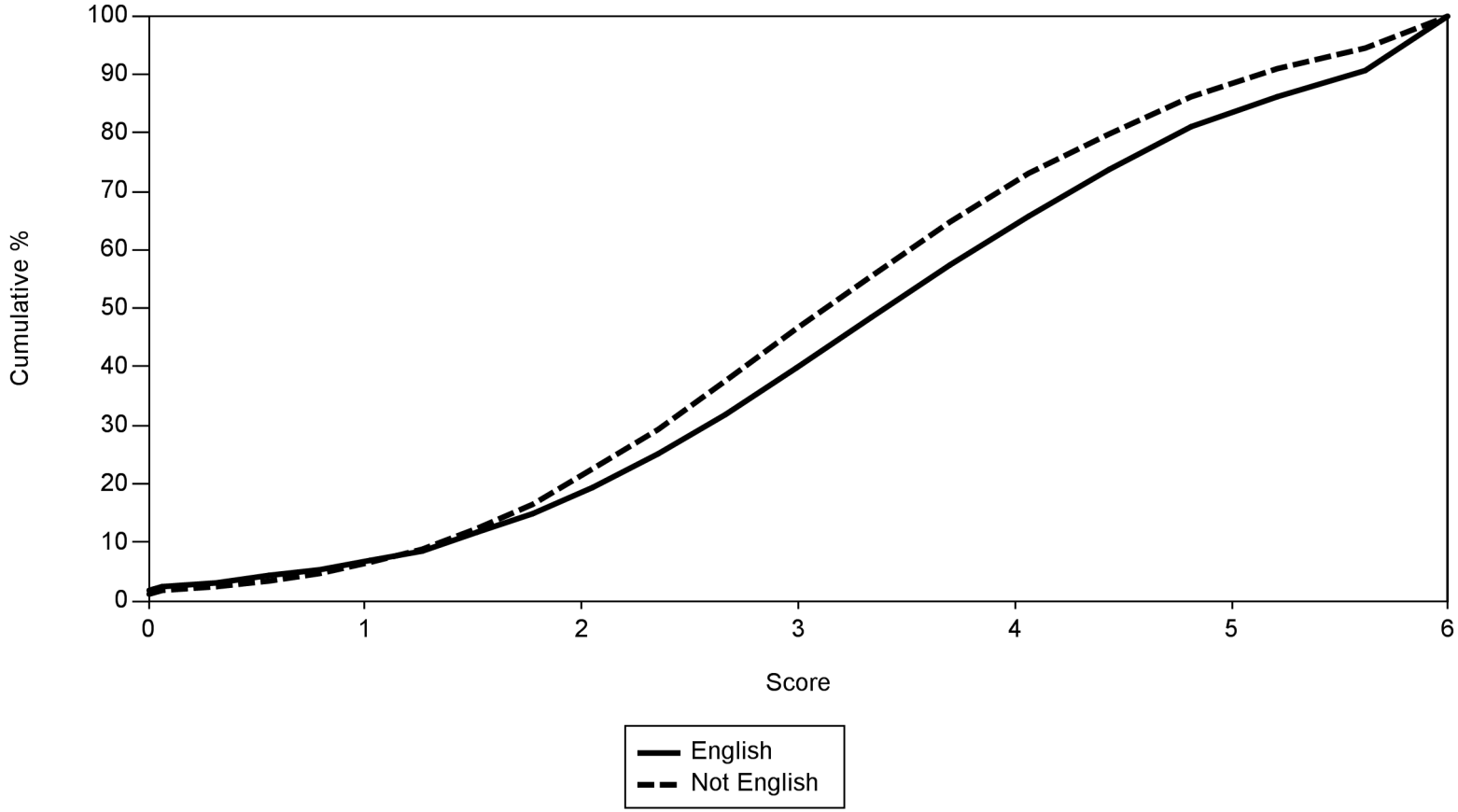
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's first language.



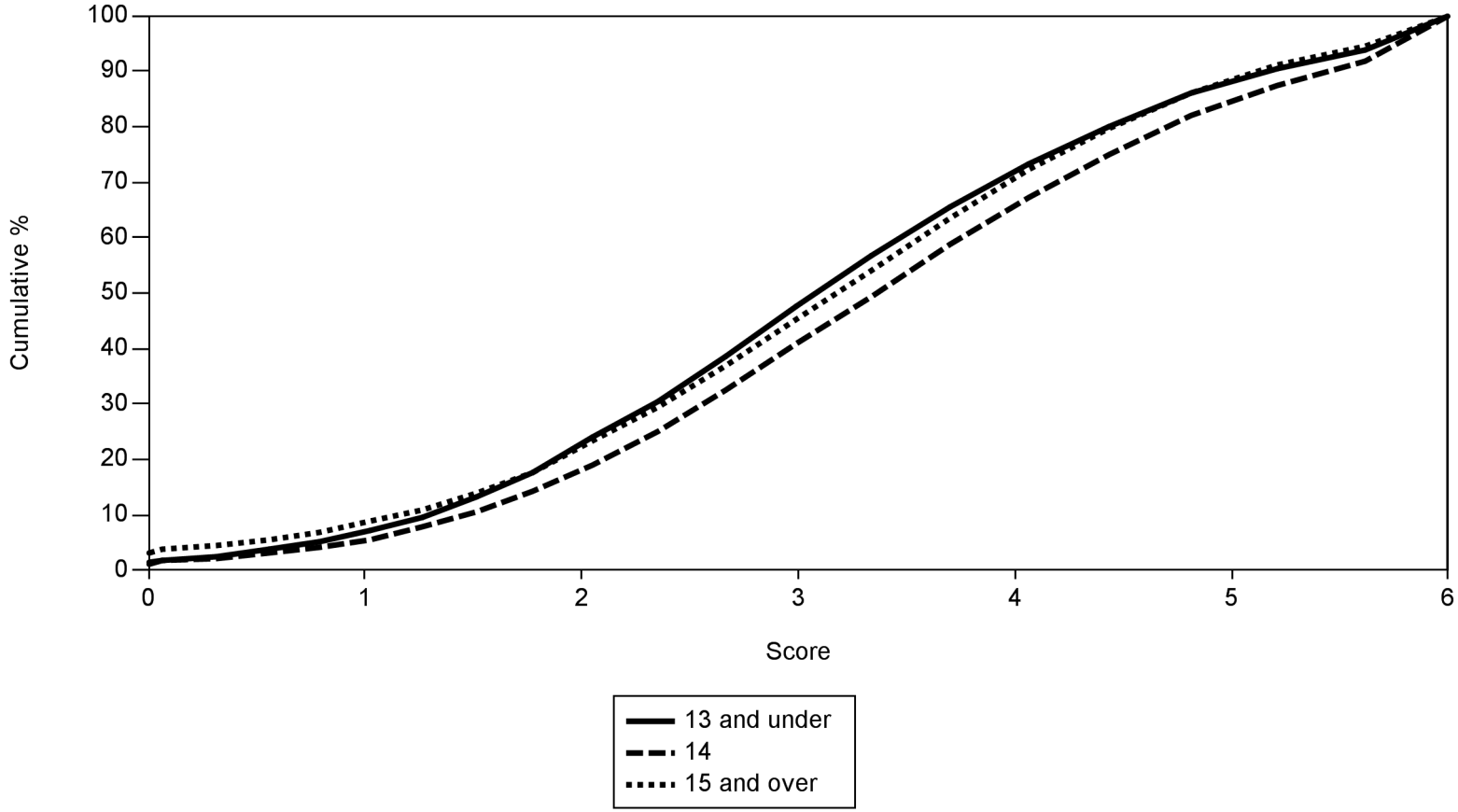
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's age.



Distribution of Cambridge Secondary 1 Checkpoint Writing score by student's first language, showing the cumulative percentage of the number of students at each score.



Distribution of Cambridge Secondary 1 Checkpoint Writing score by student's age, showing the cumulative percentage of the number of students at each score.



4. Cambridge Secondary 1 Checkpoint Mathematics 1112

4.1 Comments on specific questions – Mathematics 1112 component 01

General Comments

The work produced by many learners was of a high standard, with most leaners attempting almost all of the questions. The standard of working shown was also generally of a good standard, although some learners would benefit from better organisation of working. Some questions e.g. Q10 and Q23 were designed to assess techniques of calculation other than long multiplication/division methods and did not require any long calculations. Some learners worked these out using the long methods which would have taken a long time. As in previous sessions, questions that required some degree of explanation caused learners problems with many answers being produced that were not relevant to the context.

Some learners would benefit from a quick check at the end of a question to see whether the answer fits the requirements, this might remove some errors and improve their marks.

Question 1

This question was generally well answered. Many learners were able to recover marks in parts (b) and (c) following a slip up in part (a); showing a sound understanding of the general principles. 85 was a common error in part (b).

Question 2

Most learners responded very well in rows three and four of the table, although common errors were t^2 for $2t$ and $t + 10$ for $t – 10$.

The final row of the table contained many more errors, with learners not explaining their answers clearly.

Question 3

This question was very well answered with most learners gaining full marks. The placement of ‘C’ was almost universally correct.

Question 4

This question was generally answered well; however common errors were placing 86 cm first, reverse order, placing 1 m 20 cm first and swapping 1.6 m and 1 m 6 cm.

Question 5

(a) Almost always correctly answered, although 4 was a common mistake for the frequency of 30–34 customers.

(b) The follow though mark was gained by a number of learners. A common error was to omit the space between the bars.

(c) This was the least well answered part; many leaners claimed the modal classes were not the same.

Question 6

Most learners gained at least 1 mark from this question. There was some confusion between x and y. A number of learners left parts (a) and (b) blank.

(a) $y = 5$ was a common incorrect answer.

(b) Where learners chose $y = 5$ for part (a) they tended to give $x = 7$ in (b).

(c) Mostly this part was a very well answered question, the error most often seen was omitting a third tick.

Question 7
This question was generally well answered, with 72 or 74 the most common errors.

Question 8
(a) Many learners answered this question incorrectly. 2.5 was a common error for this part, perhaps from finding 5 ÷ 2 rather than 2 ÷ 5
(b) Even more learners answered this question incorrectly. Many did not give integer values as requested in the question. Others presented an unsimplified form of the end values $\frac{2}{5}$ or $\frac{1}{2}$. $\frac{9}{20}$ was the most popular correct answer and $\frac{3}{8}$ the most popular incorrect one.

Question 9
Generally this question was well answered. Errors tended to be small arithmetical slips resulting in 22.676 or 21.376 or similar.

Question 10
Many learners recalculated each part of this question and consequently lost some marks. Often the answers to (a) and (c) were reversed.
(a) There were many correct answers to this part, but 113.16 was also common.
(b) There seemed to be no pattern to the errors in this part, other than that they were caused by an attempt to recalculate the answer.
(c) There were many correct answers to this part, but 11.316 was also common, as was a complete recalculation leading to a variety of answers.

Question 11
This question was generally well answered. Common errors were 408 and 4.8, indicating that some learners had a problem understanding the value they had calculated.

Question 12
This question was one that many learners found to be tricky. Misunderstanding the scale and the meaning of the graph caused many to lose marks.
(a) This part was answered most successfully of the three.
(b) Safia and 6 was the most common error from only considering the first section of the graph.
(c) The use of 90 and 110 was common, as was a reference to 'greater distance in less time' without linking this to the graph.
Some attempts to define 'steeper' were too vague, for example 'her line went higher'.

Question 13
Learners found this question particularly difficult and few gained full marks. Some gave either 3 or 2 with the other answer incorrect. It was common to see listings of the powers of 2, 3 and 5 but without the required multiplying together to equal 360.

Question 14
This question was mostly answered well with no common errors.

Question 15
Generally, part (a) was correct and part (b) was not.
(a) Most learners gave the correct answer, with the occasional extra 0 or decimal point.

(b) 250 was the most popular incorrect answer here along with 0.25 or 25

Question 16
Often there was no working shown for this question, which meant learners lost the opportunity to gain 1 mark for a correct method. Where working was shown it often contained errors, especially with the 'carry' figures, which were often written down then ignored or forgotten. The habit of putting the multiplication sign in the 'unit' column led to some additional errors.

Question 17
Few learners answered this question correctly. Many learners tried to find the gradient and use the numerator and denominator as the *x* and *y* values. Some gave one correct value and one incorrect. A correct method for finding both was not often seen.

Question 18
Learners often gained 1 of the marks. $\frac{16}{27}$ was a very common incorrect answer. It may have come from multiplying all the numerators seen to get 16 and all the denominators seen to get 27. Another common error was giving $\frac{8}{9}$ for both answers.

Question 19
Many learners gained 1 mark for the correct size and shape but the wrong position. Some learners drew rays from the centre but did not the plot the points.

Question 20
Some learners scored 2 marks for this question but many received just 1 mark for three correct lines, often for the top line and the bottom two lines being correct.

Question 21
Few learners scored more than 1 mark on this question, with the 1 mark usually given for a correct conversion between units. There was very little evidence of a partial method or that the validity of learners' answer had been considered. Learners would benefit from an exercise where they had to chose from a number of answers and justify their choice.

Question 22
The quality of the descriptions of the rotation has improved somewhat on previous sessions with angle, direction and centre often all included. However, leaners were often not accurate with their answers. There was little evidence that tracing paper, which can be provided for the tests, had been used. This may have assisted learners with their answers.
(a) Often the symmetry line was noted/described and even drawn but few learners were able to provide the equation of the line so did not gain the mark.
(b) Most leaners recognised a rotation of 90° clockwise but the correct centre was rarely given.

Question 23
Learners regularly only circled one calculation or both the incorrect ones. Working seen around the question suggested that they did not understand that dividing by a value between 0 and 1 would give an answer greater than 42

Question 24
It was common to award 1 mark for 0.25 and 4.8, although sight of 4.8 by itself was quite common.

4.2 Comments on specific questions – Mathematics 1112 component 02

General Comments

Most learners attempted all or most of the paper. There was frequently insufficient working seen for questions where more than 1 mark was available and this often cost the learners partial marks. Many learners seemed to have difficulty with questions that were set in context, often not being able to understand the context and instead just playing with the numbers involved. The questions the learners found most difficult were 4, 11, 15, 20(b) and 23. The questions learners found particularly easy were 2, 9, 16 and 20(a). There was some evidence that a small number of learners did not have a calculator for this paper.

Question 1

This question was generally well answered. A common error was to ring all the left hand column or just the top pair.

Question 2

This question was very well answered.

(a) The only common error seen was where 5 or '4 × 5' was written instead of 20, for example an unsimplified answers such as $4 \times t - 4 \times 5$

(b) This part was usually answered correctly.

Question 3

Some learners gave fractions as answers for both parts of this question. Others gave 30 and 45, indicating that they had worked out the first part of the statement but not understood the rest of the question.

(a) This part was generally answered well with 30 being the most common error.

(b) This part was answered slightly less well than part (a) with 45 seen as a common error.

Question 4

Learners appeared to find this question particularly challenging. 15 and 5 were common incorrect answers with or without working seen. Some learners used trial and error, choosing one value and making the other fit with it. It was not uncommon to see large values chosen that did not fit with the given perimeters e.g. 38 and 30. The approaches used by many learners were not sufficient for the award of the method mark.

Question 5

Most learners managed this question, although it was common to see $\frac{40.8}{28.4}$ used instead of a correct method. Some learners added or subtracted the values and seemed to confuse this with a percentage increase/decrease question. Some learners missed the request for answers to be given to 1 decimal place.

Question 6

Many learners didn't consider the context of this question and said Safia was correct as $35.14 was the answer rounded to 2 decimal places. 'Which you have to do with money' was a commonly used reason. Some leaners even recognised that it was 2 cents short but said that when rounded it was $246 so that it was all right.

Question 7
Many learners gained the mark for this question. A common incorrect answer was 41.25, often with 'Blessy' circled. Another incorrect answer often seen was 55

Question 8
Most of this question was answered quite well by most of the learners.
(a) Most learners gained full marks on this part. Common errors were to give the boys column as 20, 20 and the total column as 90, 40.
(b) Fewer learners scored marks in part (b) partly because values from their table in (a) were not used correctly. Either the calculations were wrong or the values 31 and 60 from the table (or their equivalent answers) were given as the percentages.

Question 9
This question was particularly well answered, perhaps because only the values, and not a decision, were required. A common error was to find the square root of 46 rather than the cube root. Another error often seen was 3.59 and 20.346. Some learners found the cube of the square root of 12.9 to get 46.33 which was awarded full marks.

Question 10
Most learners scored 1 mark for finding a correct price for their mass. The masses found however were almost always incorrect.

Question 11
This question caused some difficulties for learners. Many chose $\frac{1}{6}$ as their answer even when 0.09 was given in their table. 0.9 was also often seen as an answer. Very little working was evident which made the award of one method mark an infrequent occurrence.

Question 12
Many learners scored 1 mark for an unsimplified ratio. Most leaners did put the values the correct way round.

Question 13
This question was well answered for all parts, with lots of working seen.
(a) The most common error was to omit the negative sign.
(b) Common errors were to increase x by steps of 10 and to offer 286 as the answer.
(c) A common error was to not correctly deal with the minus sign. $2x$ was also seen for x^2. Many gained the 1 mark for a partially correct answer.

Question 14
Few learners were awarded full marks for this question. Division by 2.25 and 3.45 were common mistakes. Few learners showed working but when it was shown some learners scored one mark for a valid method.

Question 15
(a) Many learners didn't consider the context of the question and attempted the calculation on their own calculator, commenting that Hassan was 'correct' or 'he has missed off a digit'. Other learners said that the answer was very accurate with some adding that it wasn't suitable which was not sufficient for the mark.

(b) It was clear that most learners understood that so many decimal places were unnecessary because they gave a correct answer to part (b). However, in this part some learners gave an extra digit e.g. 43.84285713 or an incorrect rounding e.g. 44.0

Question 16

Many learners could plot the points but did not know the type of correlation.

(a) This part was mostly well answered with most learners awarded full marks.

(b) This part often had incorrect answers such as descriptions of the amounts of drinks sold or words such as 'decreasing', 'going down' or even 'no correlation', 'scatter' or 'positive'.

Question 17

This question was generally well answered. A common error was giving 2, n^2 and 3, a misunderstanding the use of the word 'terms'.

Question 18

Many leaners omitted the brackets or didn't divide by 2

Although some learners started with a correct expression it was often incorrectly simplified on the answer line.

Question 19

Some learners scored full marks but many tended to remember only part of the method. 1.79 was a common incorrect answer and $\frac{2.50}{1.79}$ or $\frac{2.50}{4.29}$ were often seen.

Question 20

(a) This was the easiest of the three parts and most learners scored the mark.

(b) Many different co-ordinates were given as answers.

(c) This part was generally well answered. Many learners started again rather than using their values from parts (a) and (b).

Question 21

7 and 900 or 6 and 1620 were common wrong answers. Where 1 mark was awarded, it was usually for getting the 6 correct.

Question 22

Many learners thought this was a scale drawing question, but scale drawings gave very few correct results. The most common incorrect answers were 31 and 17 from adding or subtracting 24 and 7.

Question 23

Most learners correctly calculated the area of the rectangle as 21 and scored a mark. Some also scored another mark for calculating the area of the bottom semi-circle as 14.13. Many learners did not correctly find the radii of the circles and often did not divide their areas by 2 to find the semi-circles. Many simply added or multiplied values from the diagram.

Question 24

Many learners gained the mark for talking about ‘spaces’ or ‘gaps’ in the drawing. Some found it difficult to express what they knew in a clear manner. There were some attempts to explain why Mia had not produced the same pattern as Lily e.g. ‘she did not rotate her shape like Lily did’.

4.3 Table and charts of sub-group performances - Mathematics 1112

Performances for each syllabus are reported separately; the entries for on-screen and paper-based syllabuses are not combined.

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.

Demographic breakdown of total entry for Cambridge Secondary 1 Checkpoint Mathematics

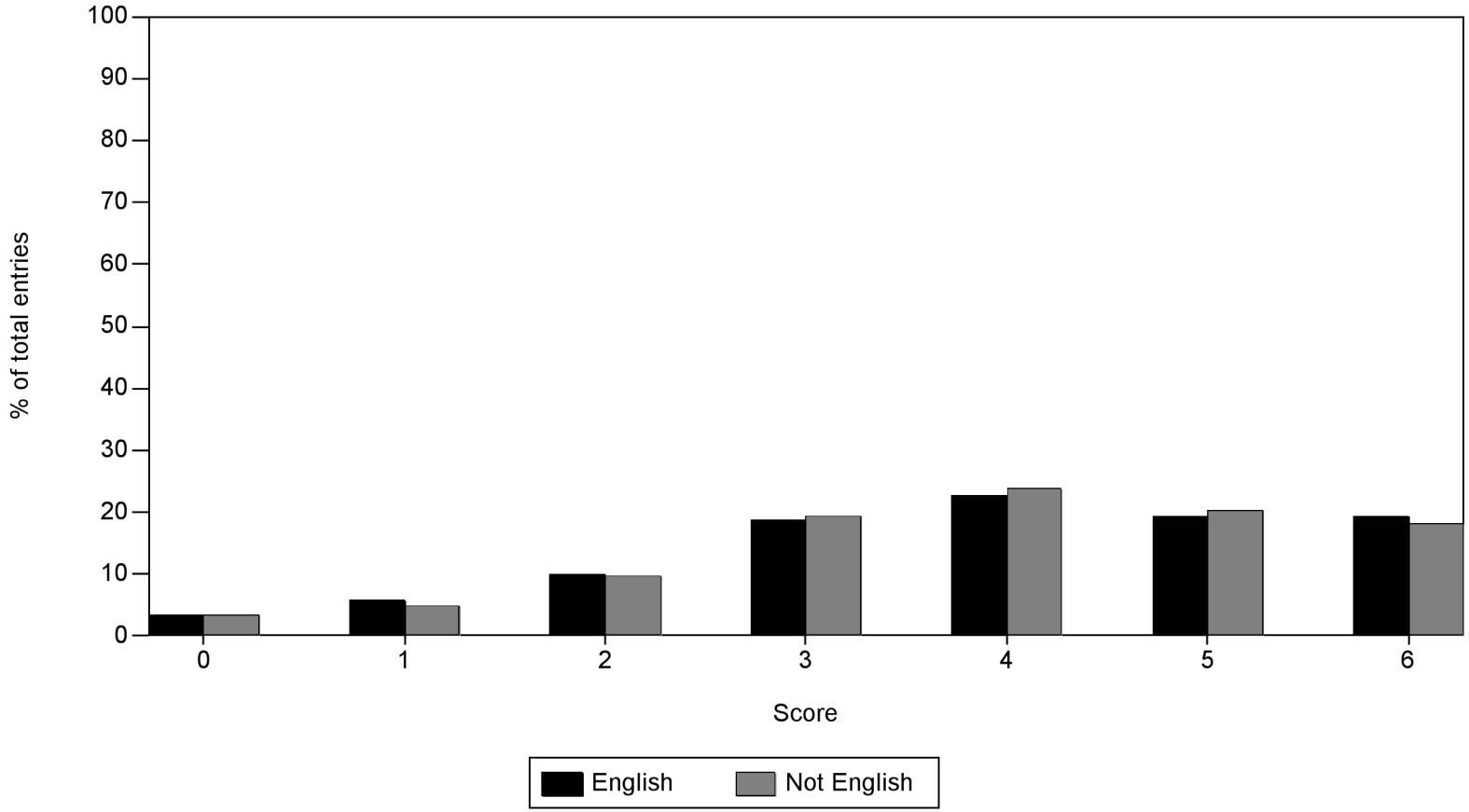
		Percentage of total entry	Average total score	Average Algebra score	Average Geometry and measure score	Average Handling data score	Average Number score
Age in years	**First Language**						
13 and under	Not English	29.7	4.2	4.2	4.1	4.2	4.1
13 and under	English	13.0	4.4	4.3	4.3	4.4	4.3
13 and under	All	42.8	4.2	4.3	4.1	4.2	4.2
Age in years	**First Language**						
14	Not English	30.0	4.4	4.4	4.4	4.4	4.3
14	English	14.5	4.3	4.2	4.2	4.3	4.2
14	All	44.5	4.4	4.3	4.3	4.4	4.3
Age in years	**First Language**						
15 and over	Not English	9.8	4.0	3.8	3.9	4.0	3.9
15 and over	English	2.9	3.5	3.5	3.4	3.6	3.5
15 and over	All	12.7	3.9	3.8	3.8	3.9	3.8
Age in years	**First Language**						
All	Not English	69.6	4.3	4.2	4.2	4.2	4.2
All	English	30.4	4.2	4.2	4.1	4.3	4.1
All	All	100.0	4.2	4.2	4.2	4.3	4.2

Please note that in the block charts that follow, the horizontal axis representing Cambridge Secondary 1 Checkpoint scores is annotated from 0 to 6.

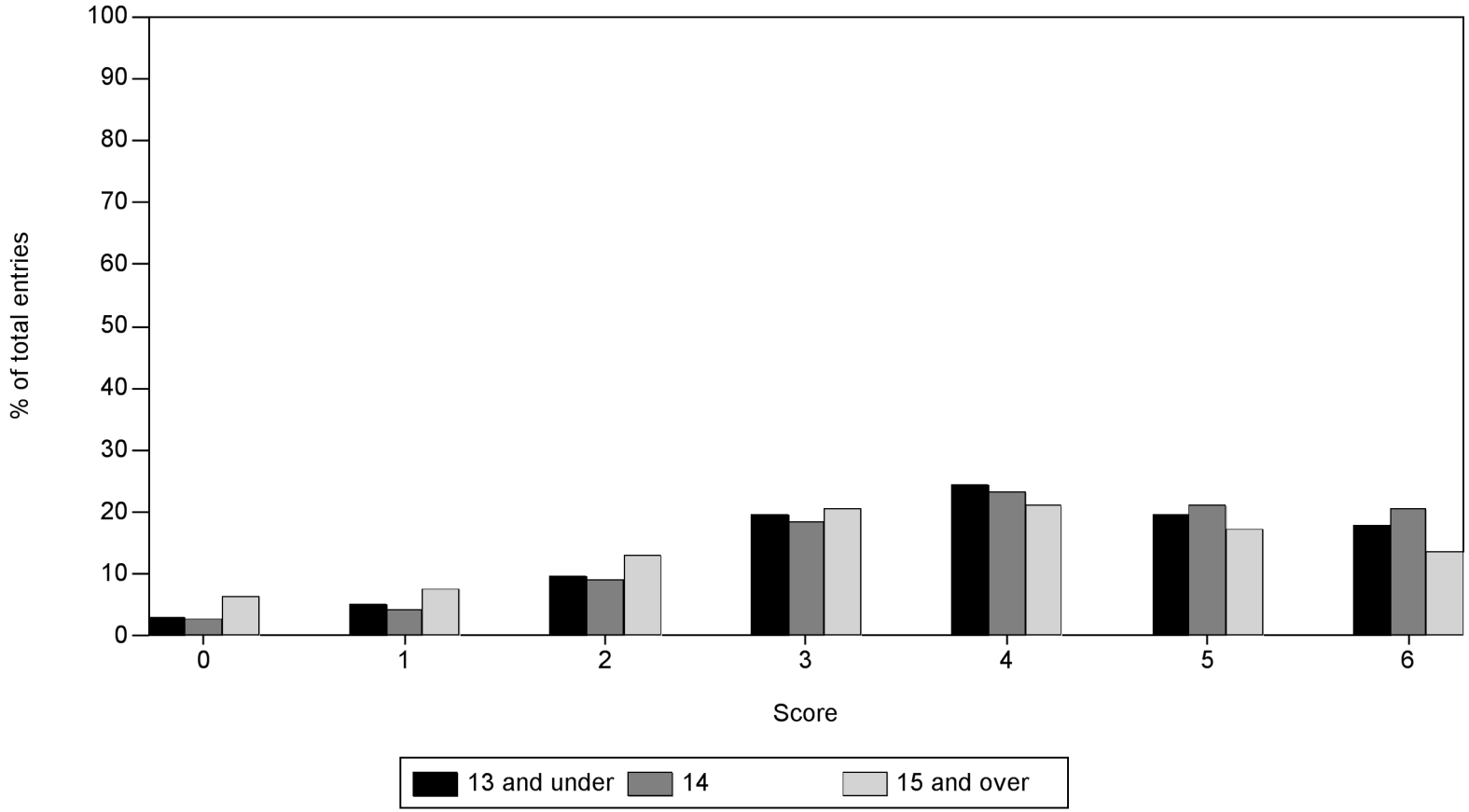
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value 5 represents the group of scores from 5.0 to 5.9,
the value 6 represents the group of scores of 6.0 or more.

For the curve graphs which follow the block charts, the horizontal axis also represents Cambridge Secondary 1 Checkpoint scores, but here the scores are continuous rather than grouped. The tick marks along the horizontal axis therefore represent actual Cambridge Secondary 1 Checkpoint scores.

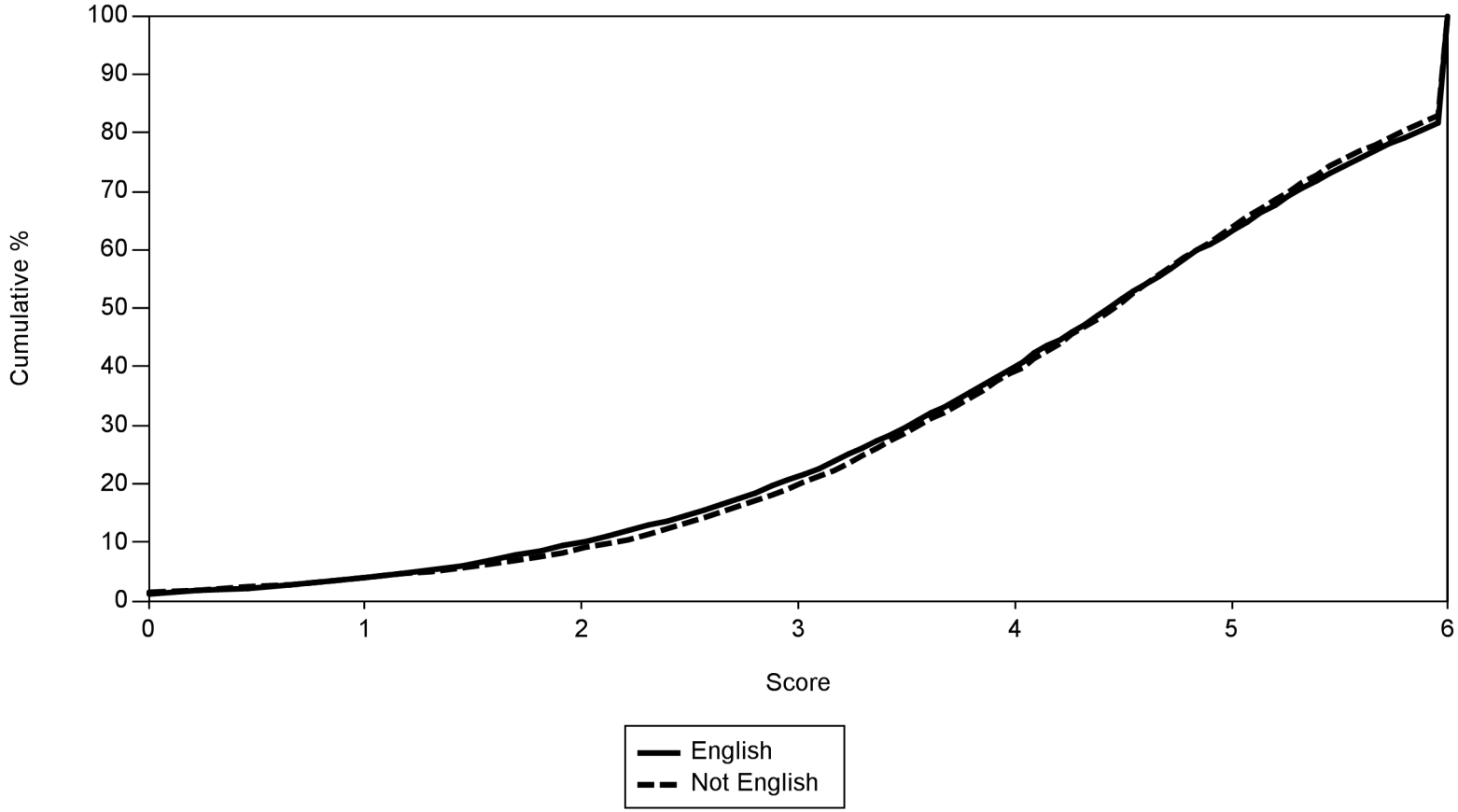
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics classified by student's first language.



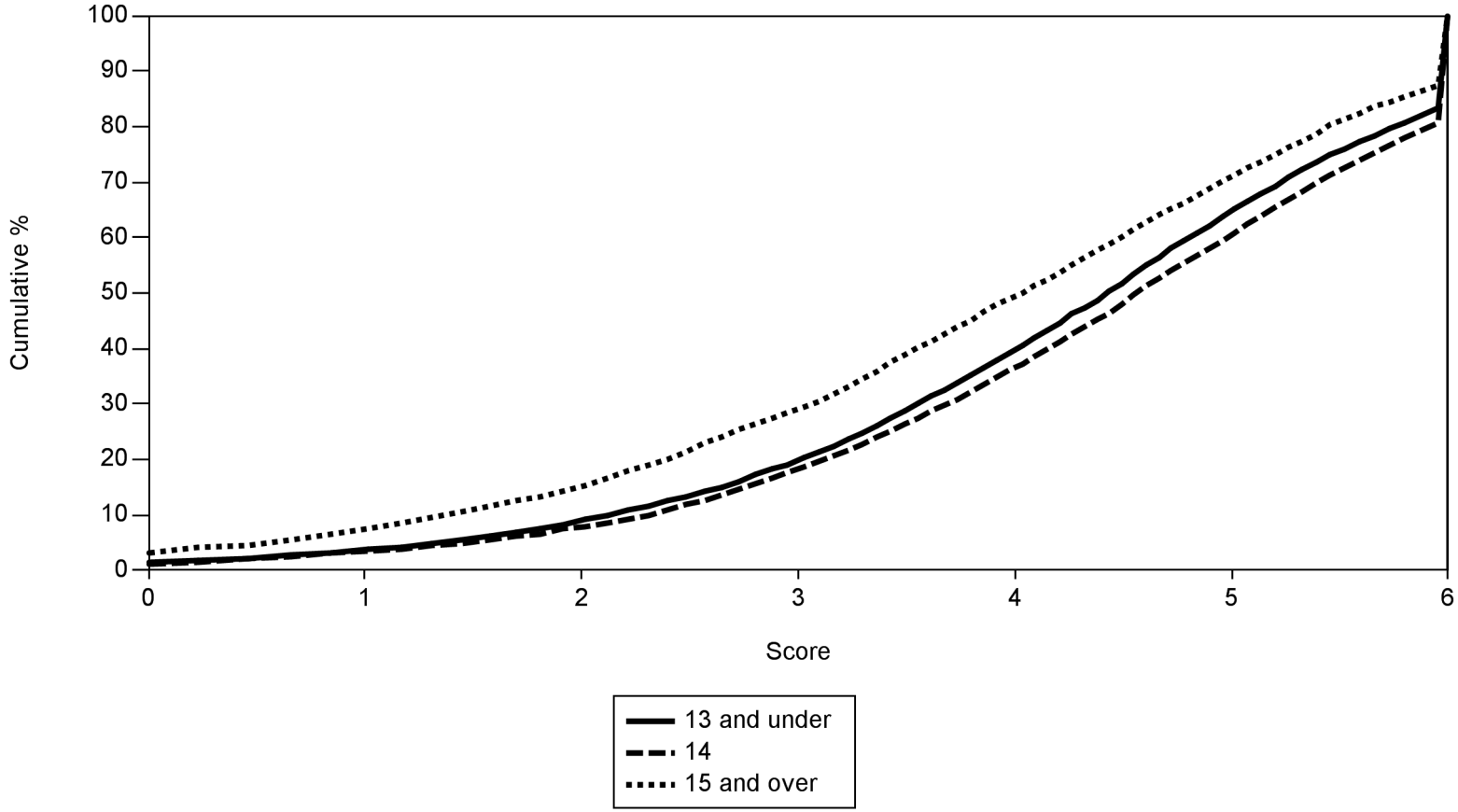
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics classified by student's age.



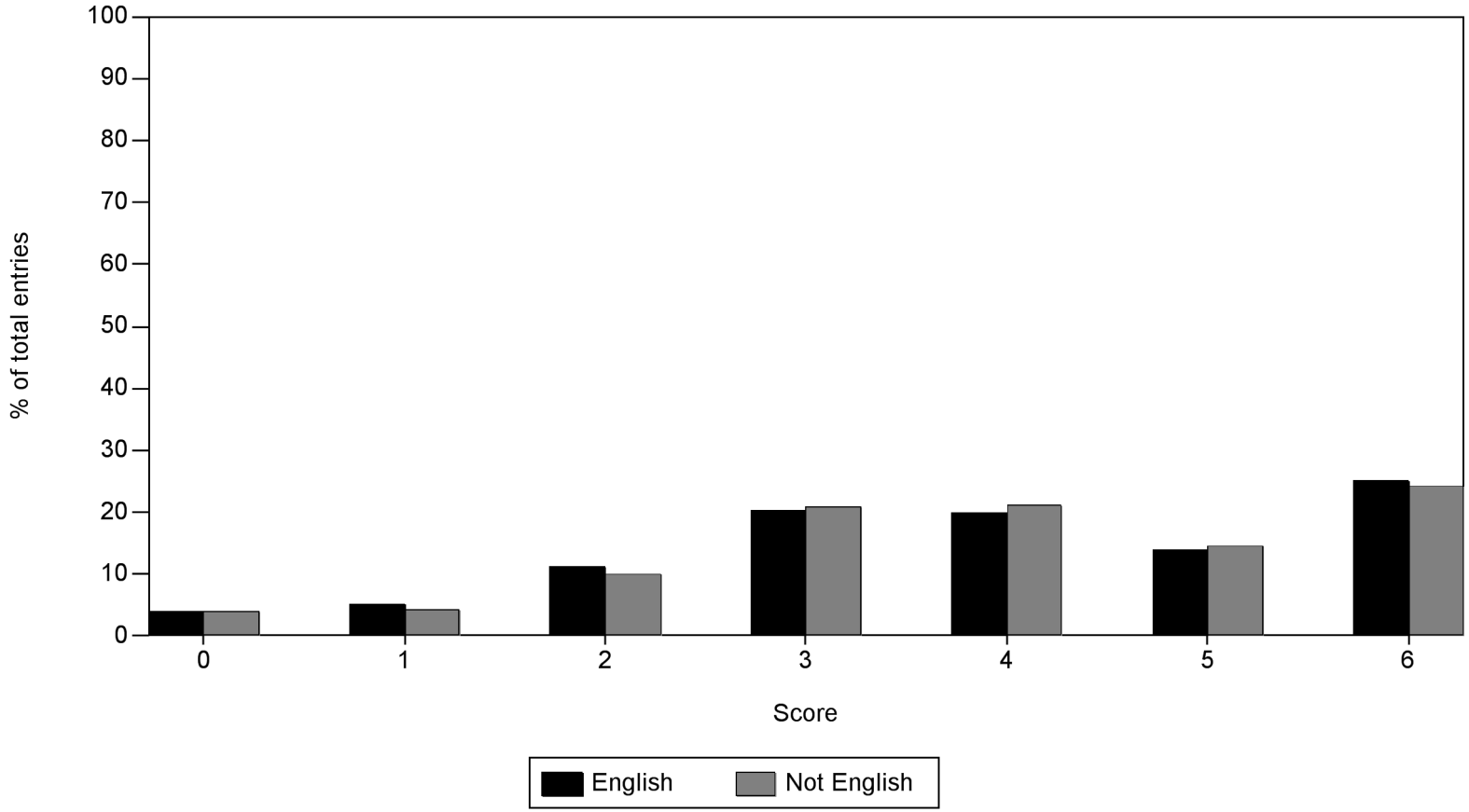
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics by student's first language, showing the cumulative percentage of the number of students at each score.



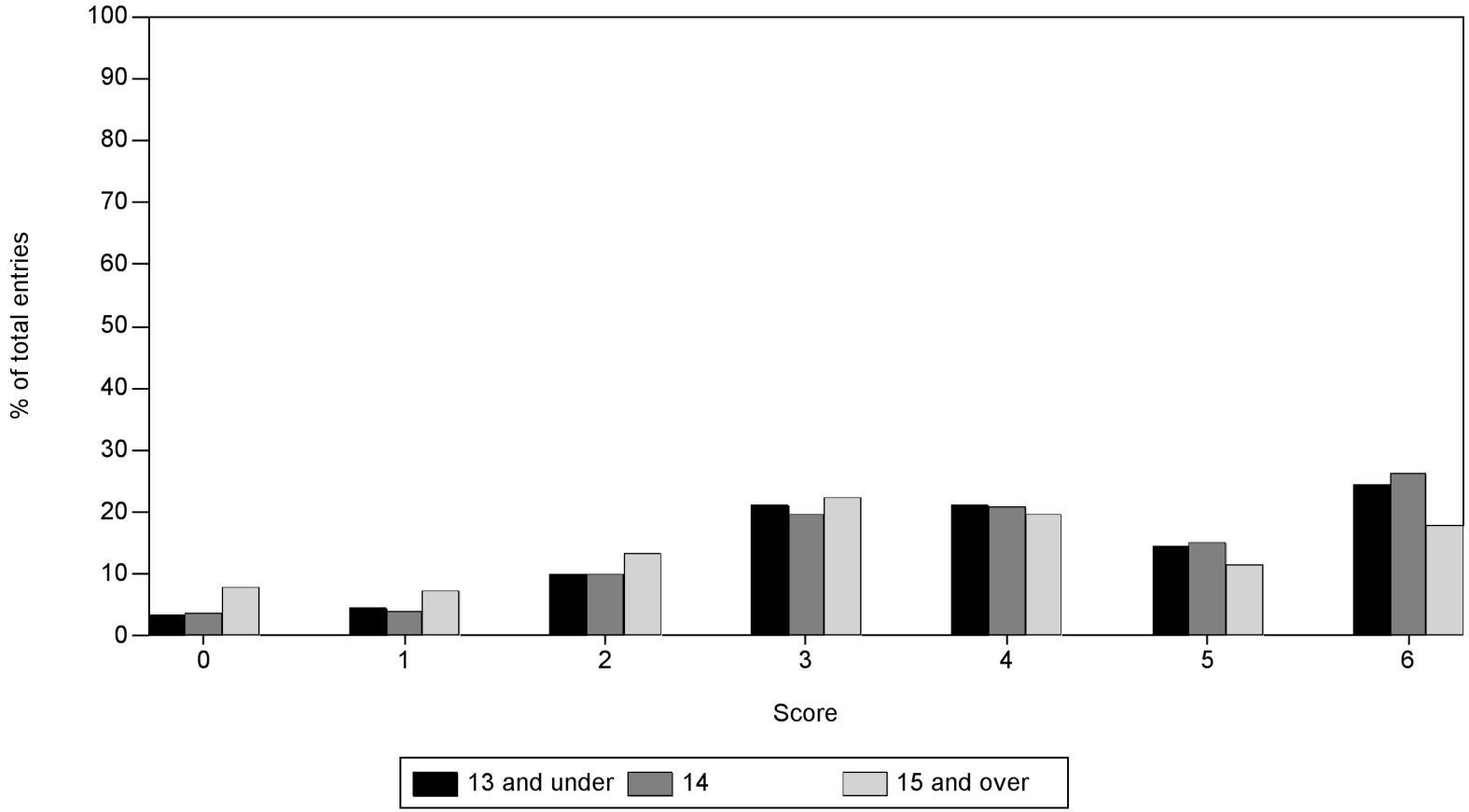
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics by student's age, showing the cumulative percentage of the number of students at each score.



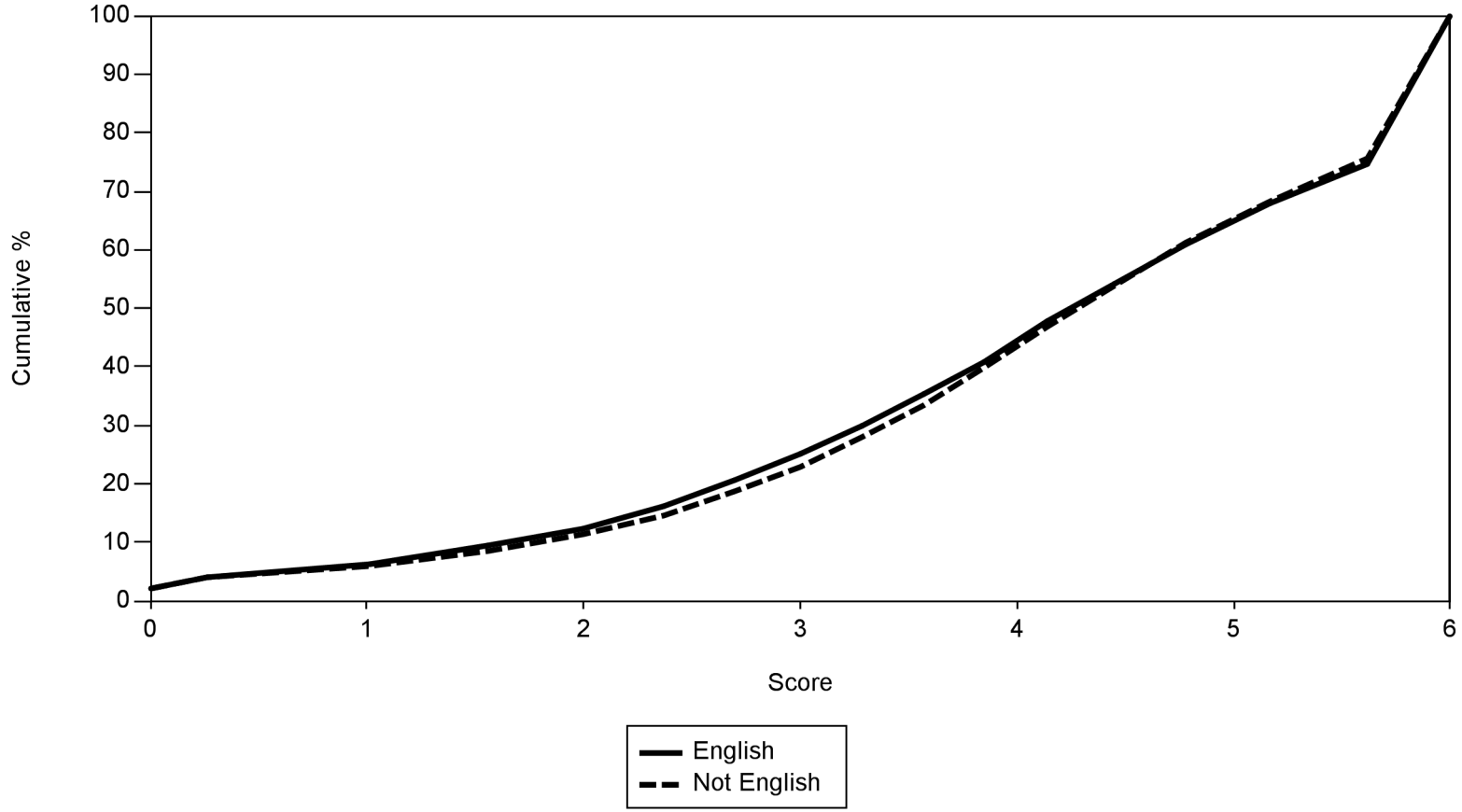
Distribution of Cambridge Secondary 1 Checkpoint Algebra score classified by student's first language.



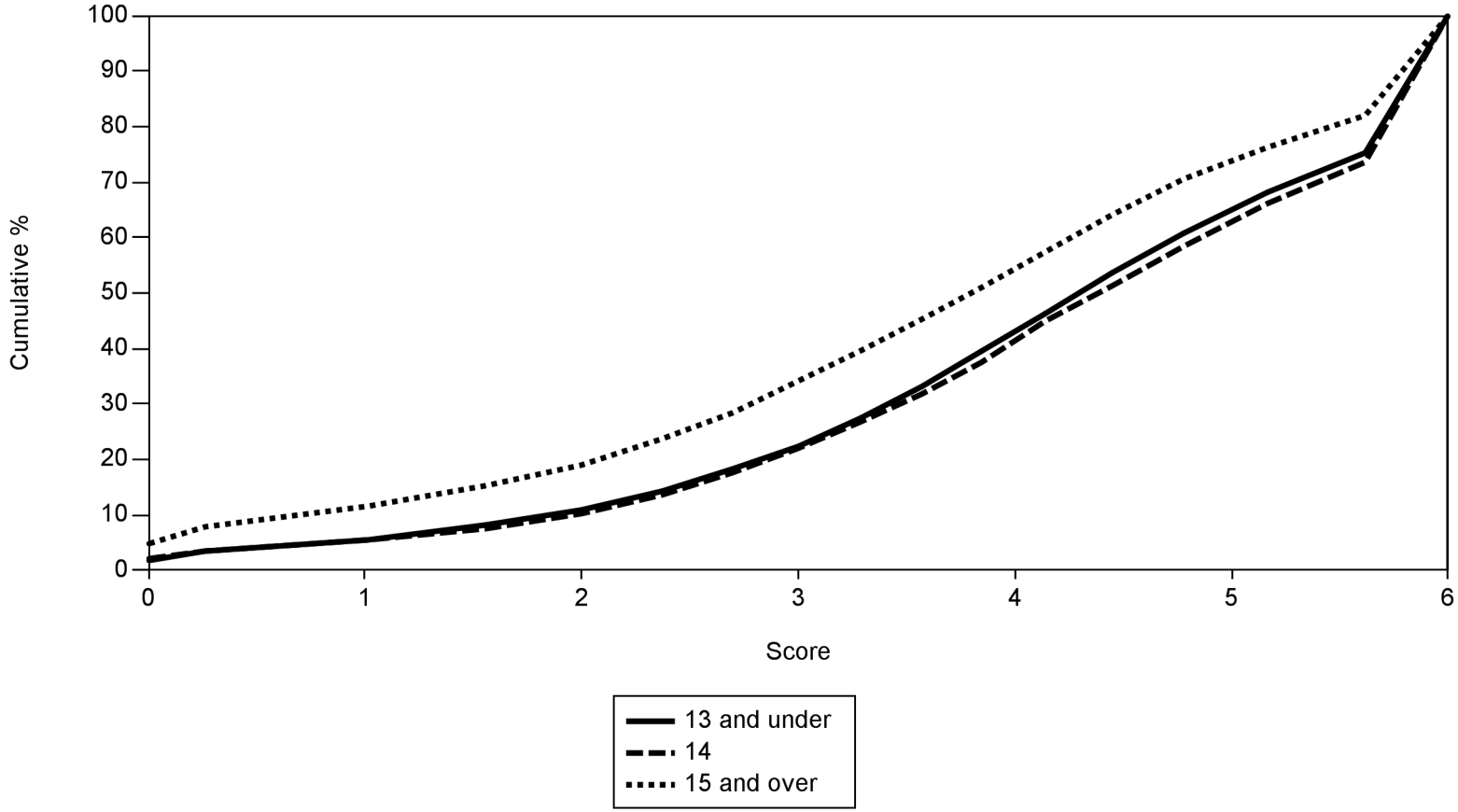
Distribution of Cambridge Secondary 1 Checkpoint Algebra score classified by student's age.



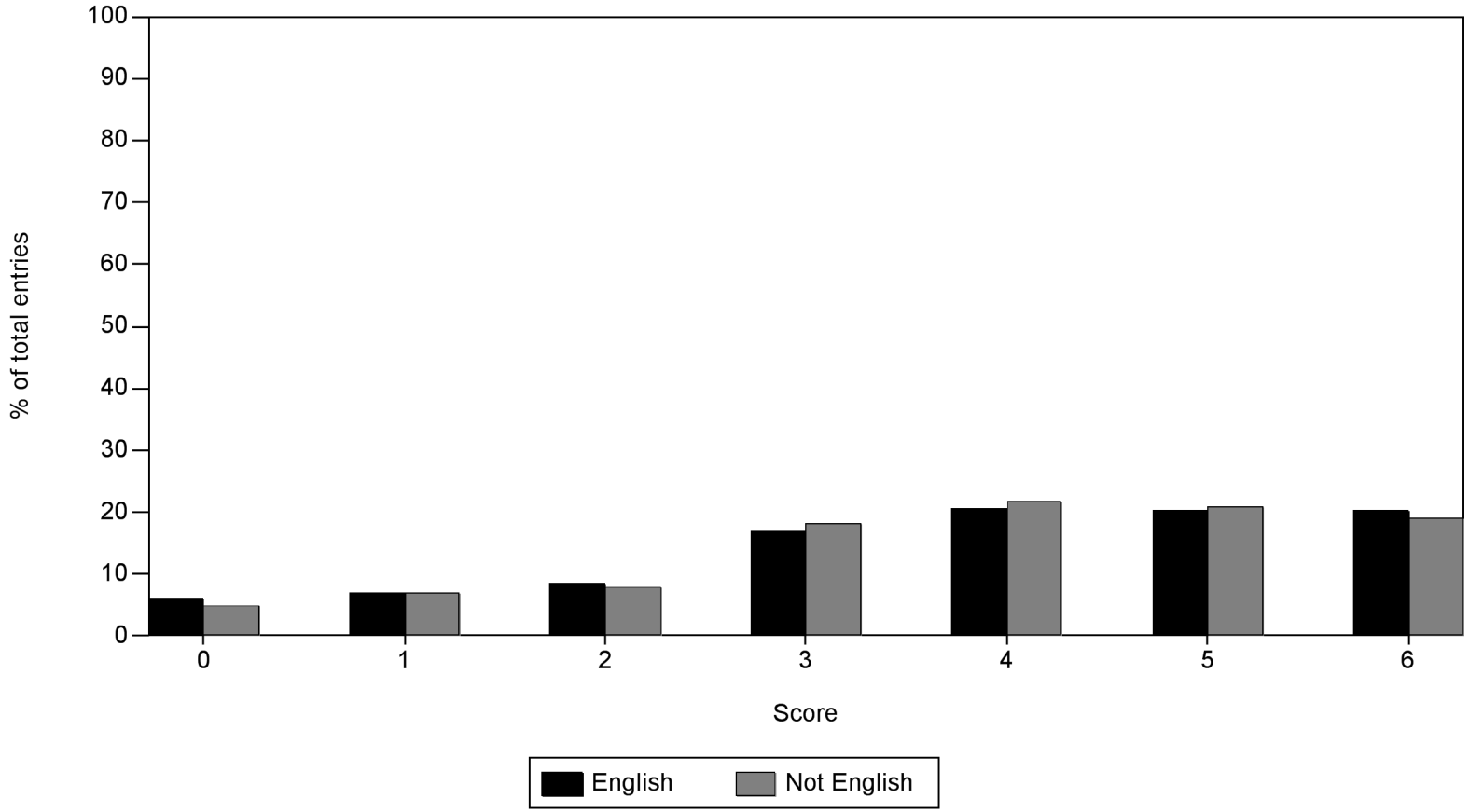
Distribution of Cambridge Secondary 1 Checkpoint Algebra score by student's first language, showing the cumulative percentage of the number of students at each score.



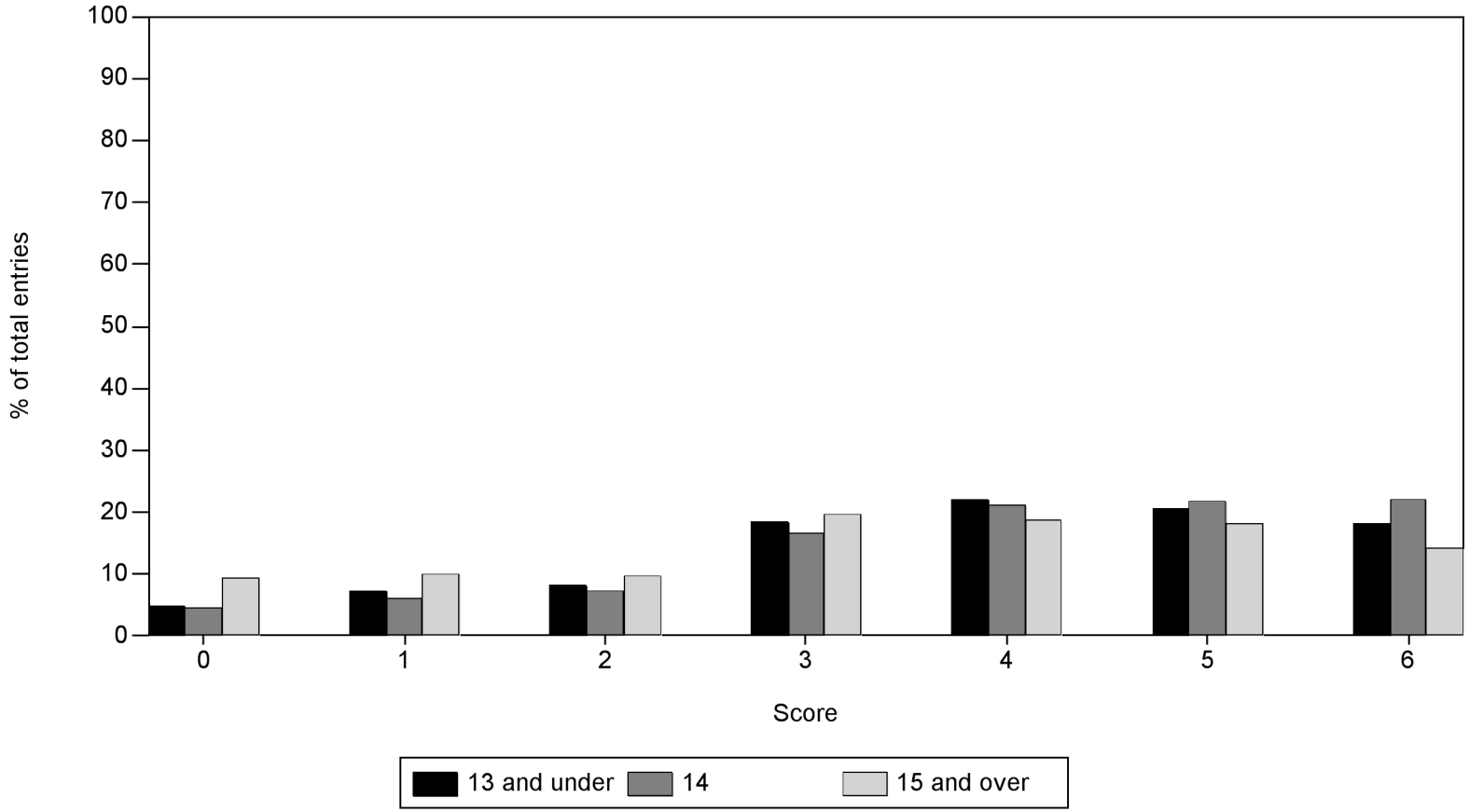
Distribution of Cambridge Secondary 1 Checkpoint Algebra score by student's age, showing the cumulative percentage of the number of students at each score.



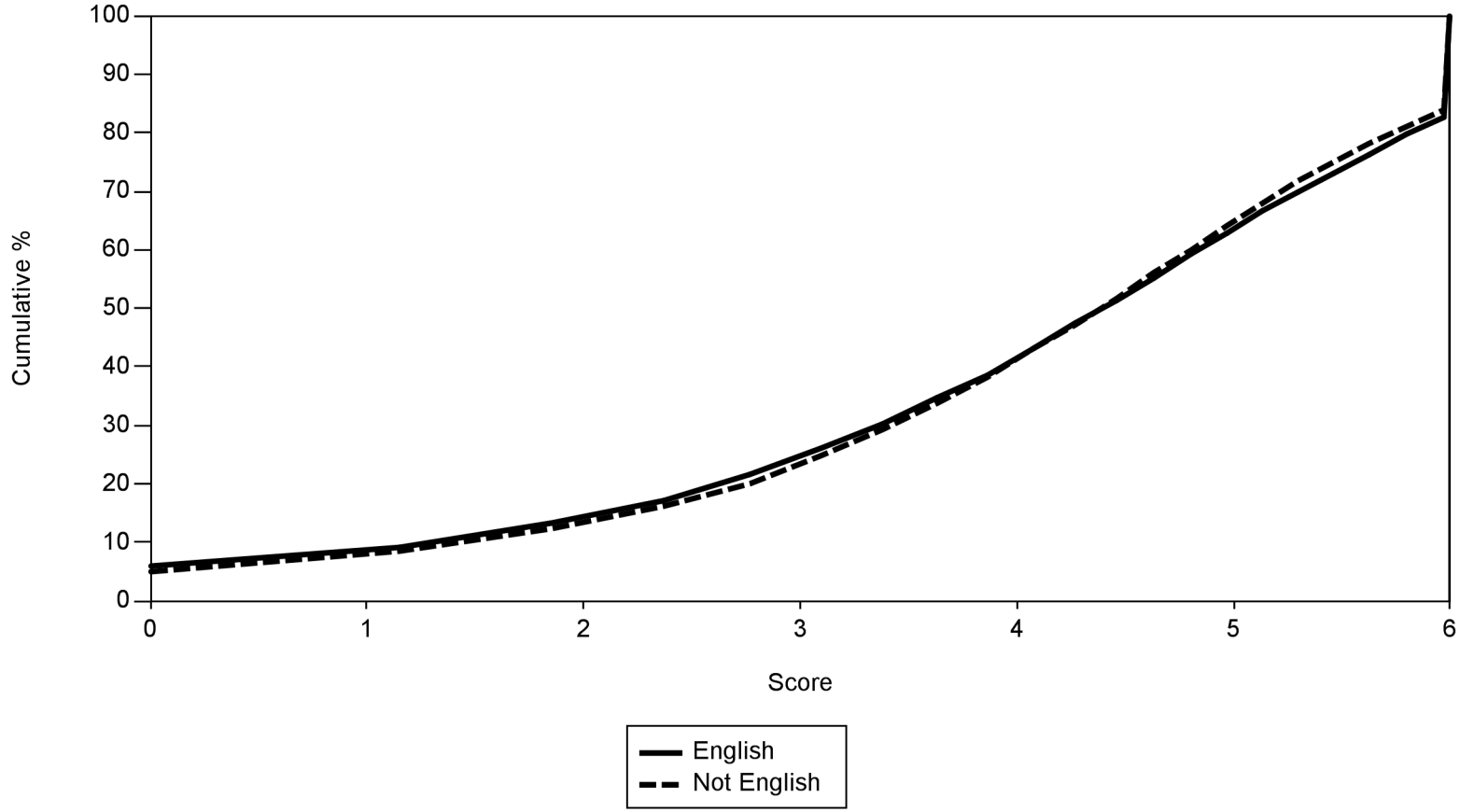
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score classified by student's first language.



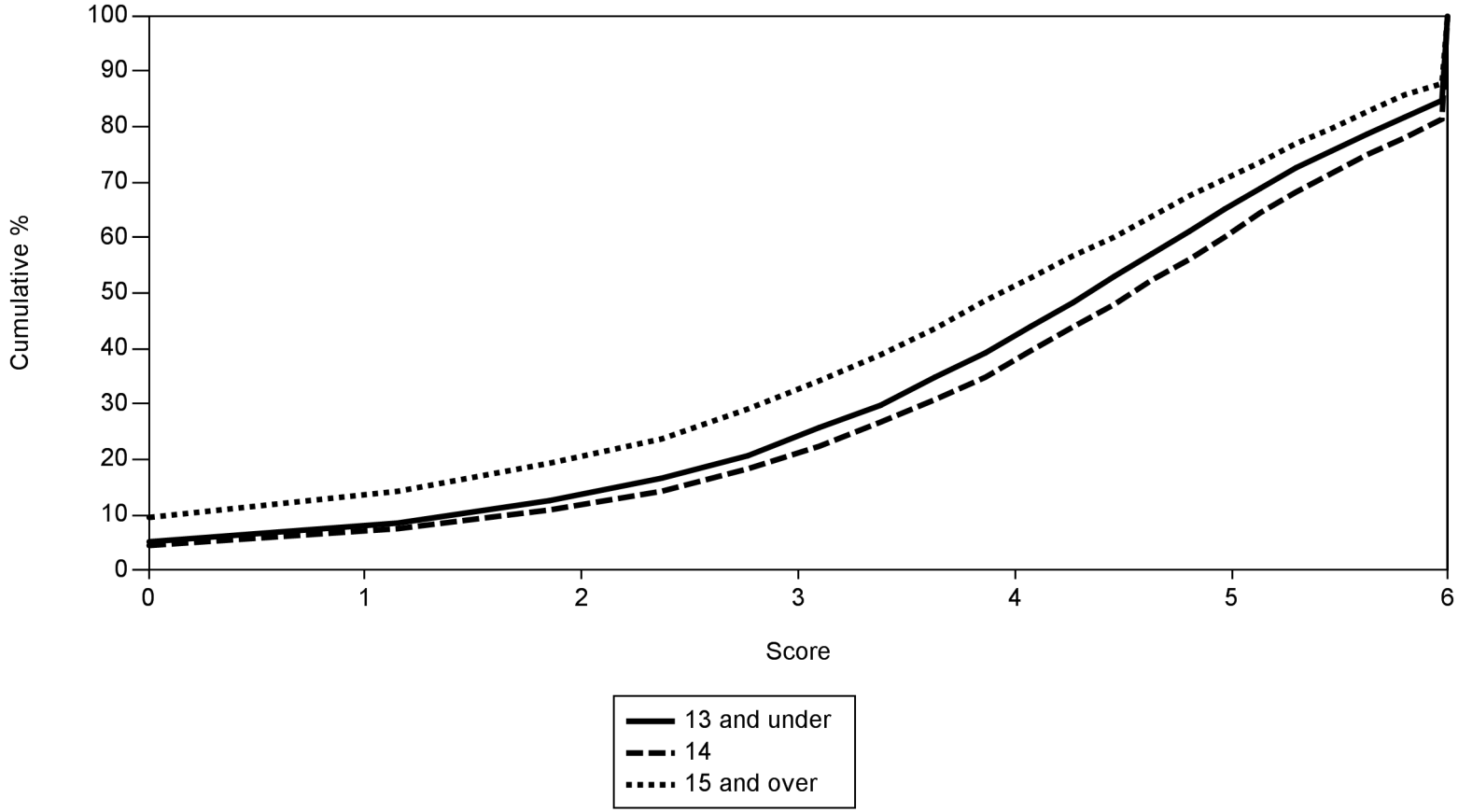
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score classified by student's age.



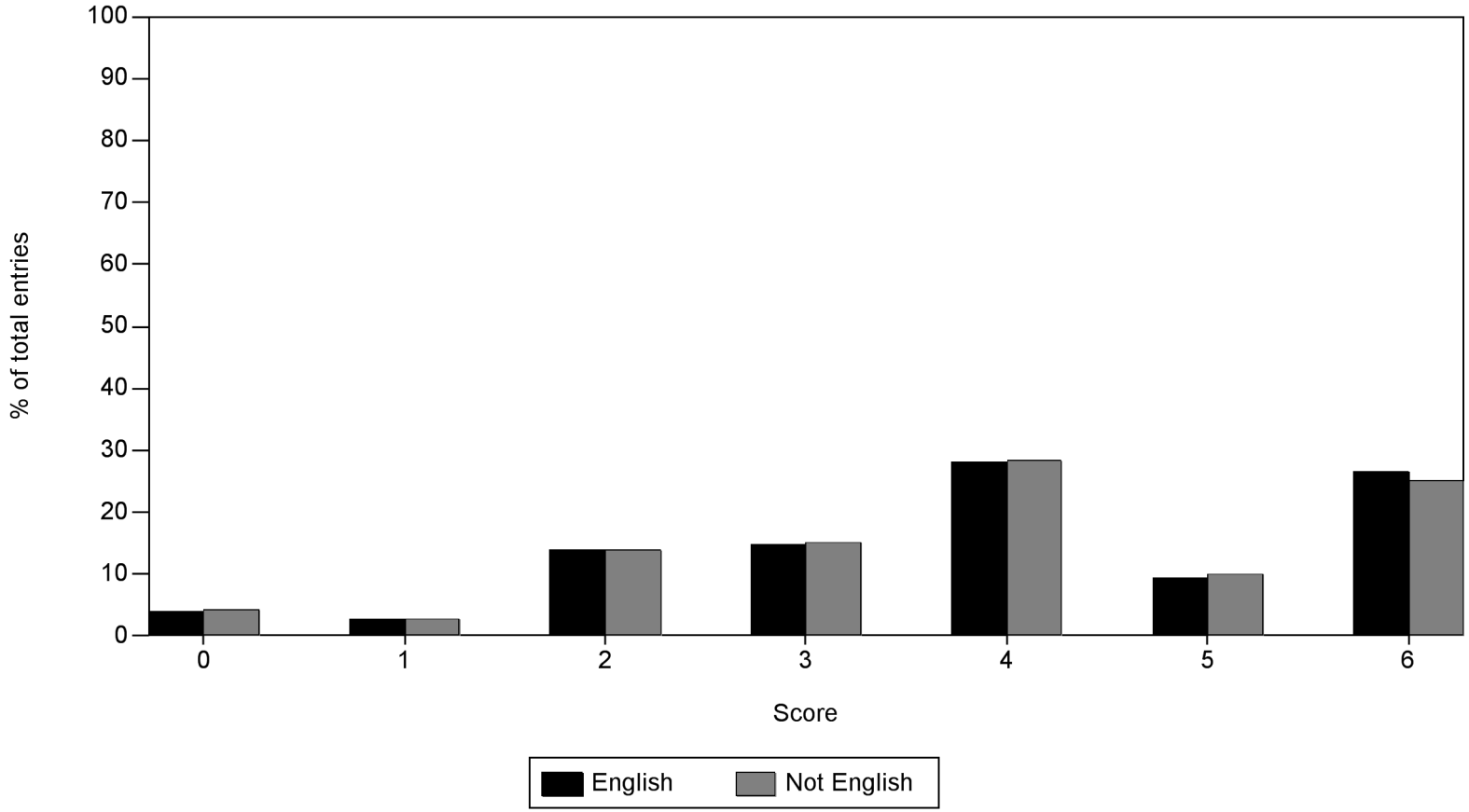
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score by student's first language, showing the cumulative percentage of the number of students at each score.



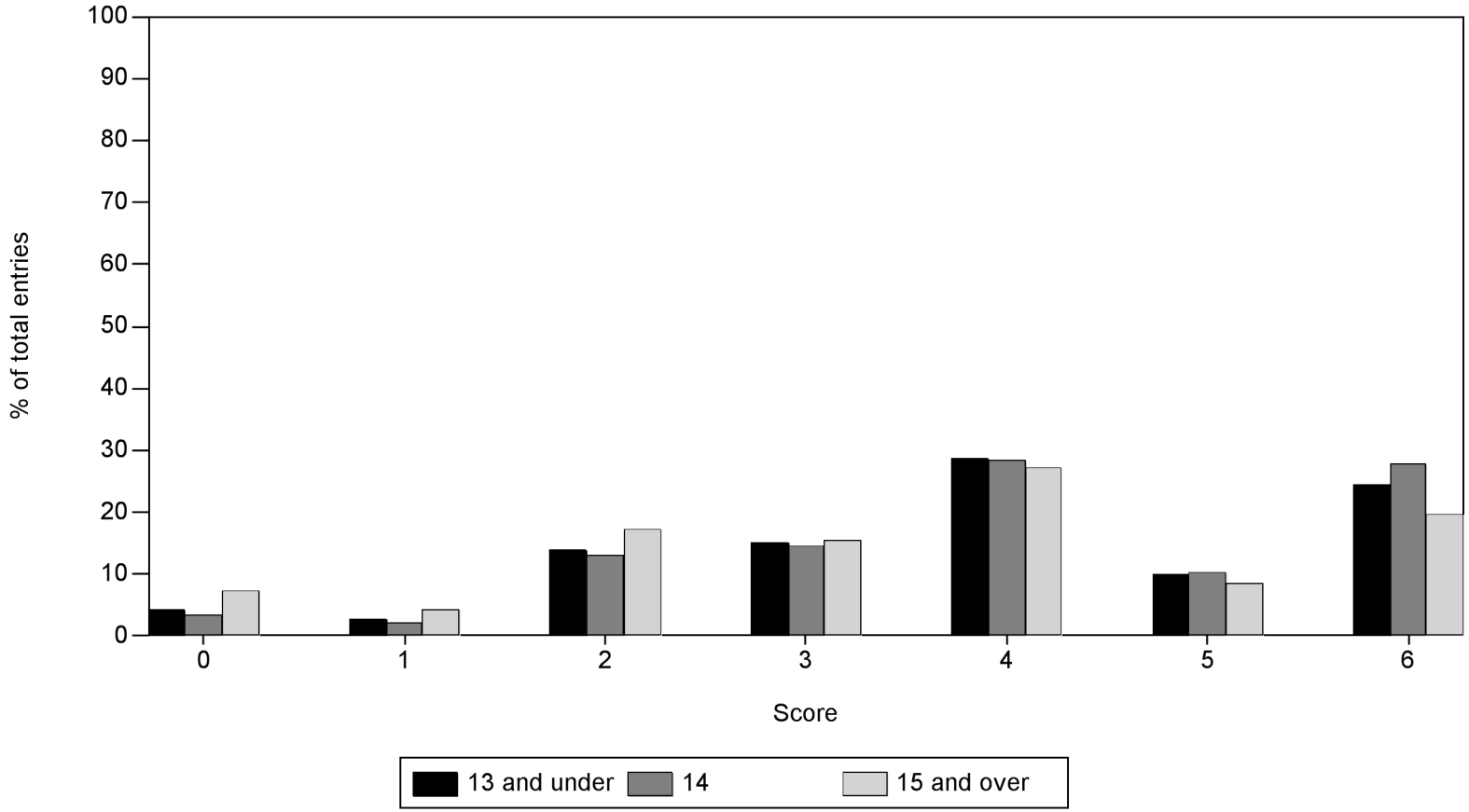
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score by student's age, showing the cumulative percentage of the number of students at each score.



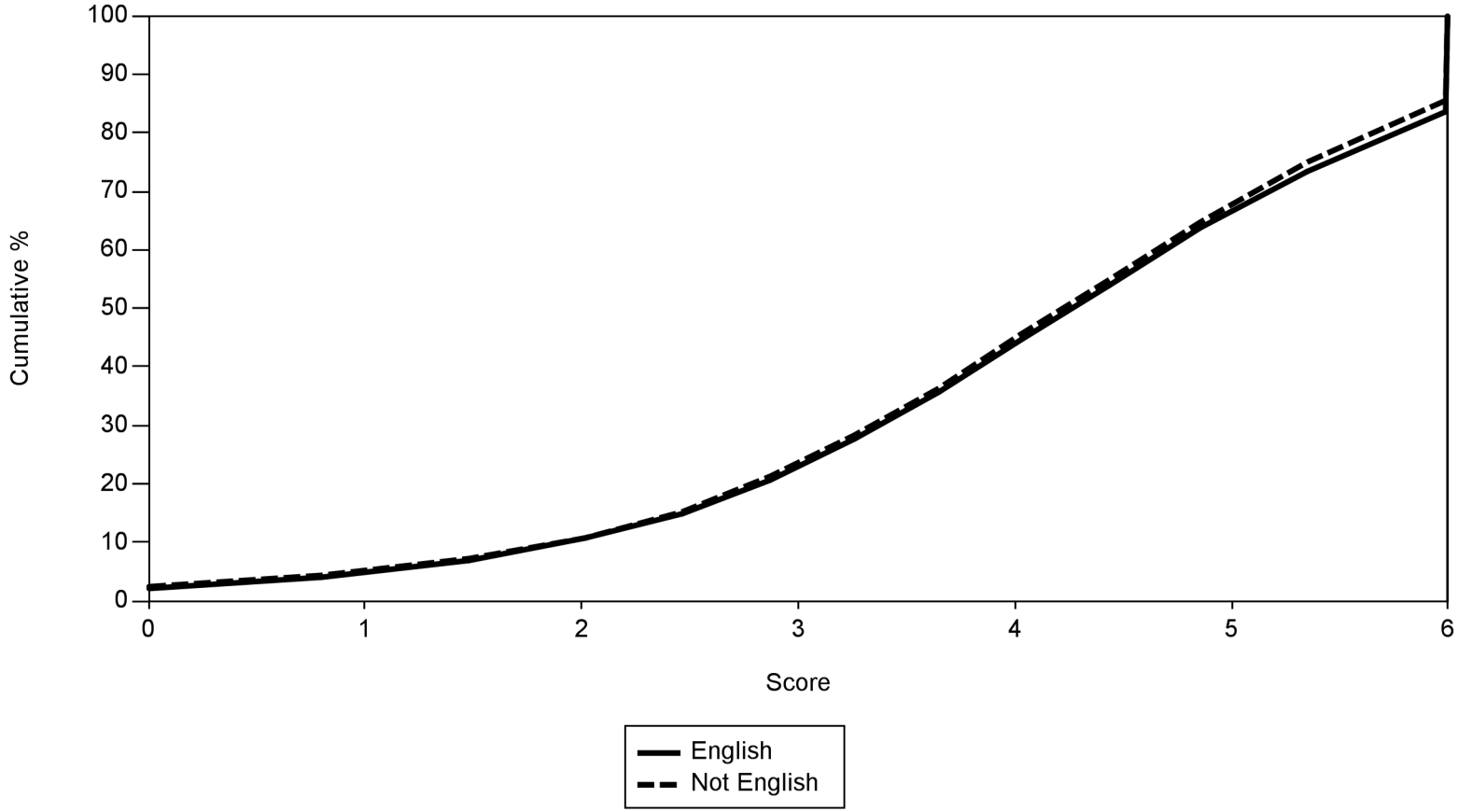
Distribution of Cambridge Secondary 1 Checkpoint Handling data score classified by student's first language.



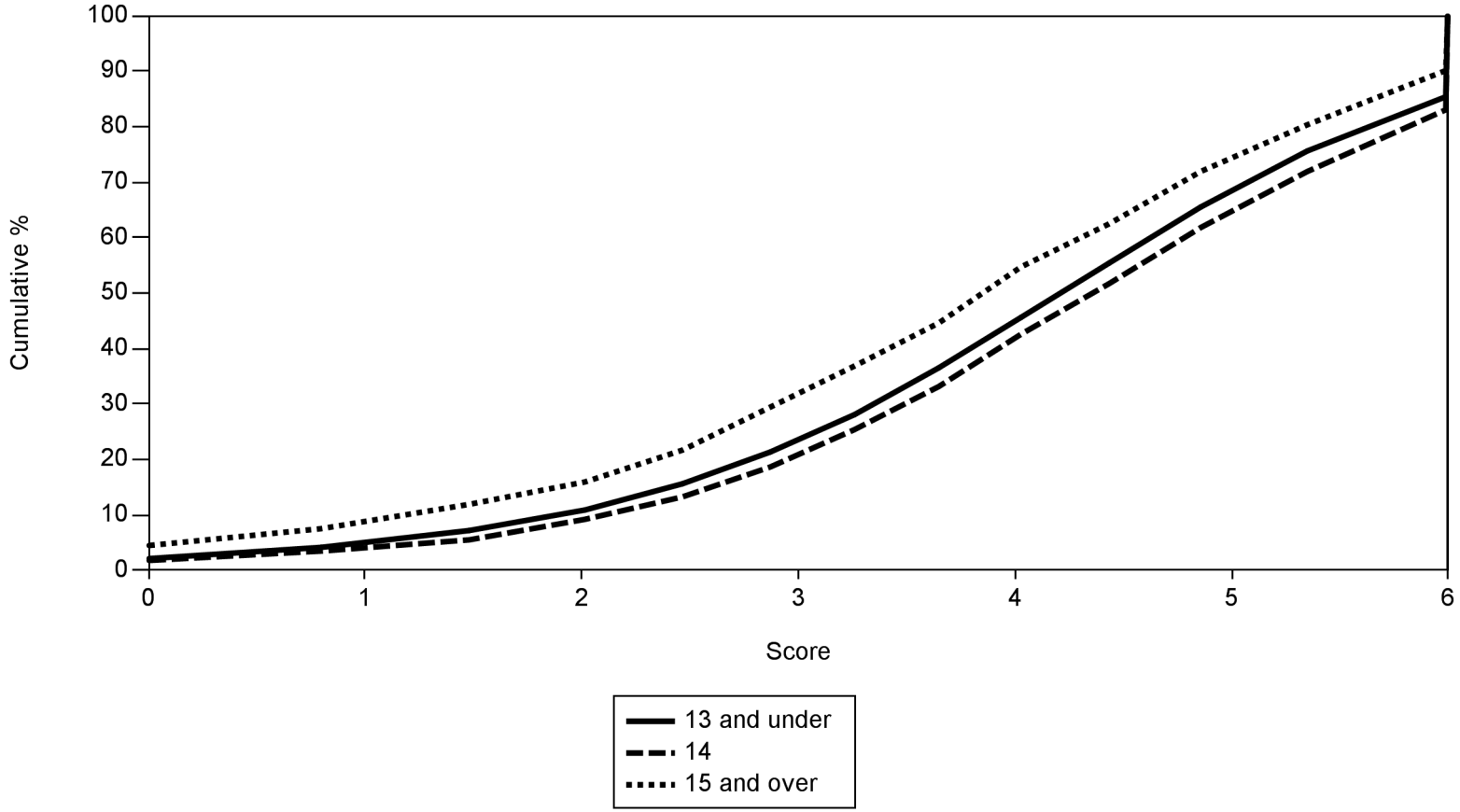
Distribution of Cambridge Secondary 1 Checkpoint Handling data score classified by student's age.



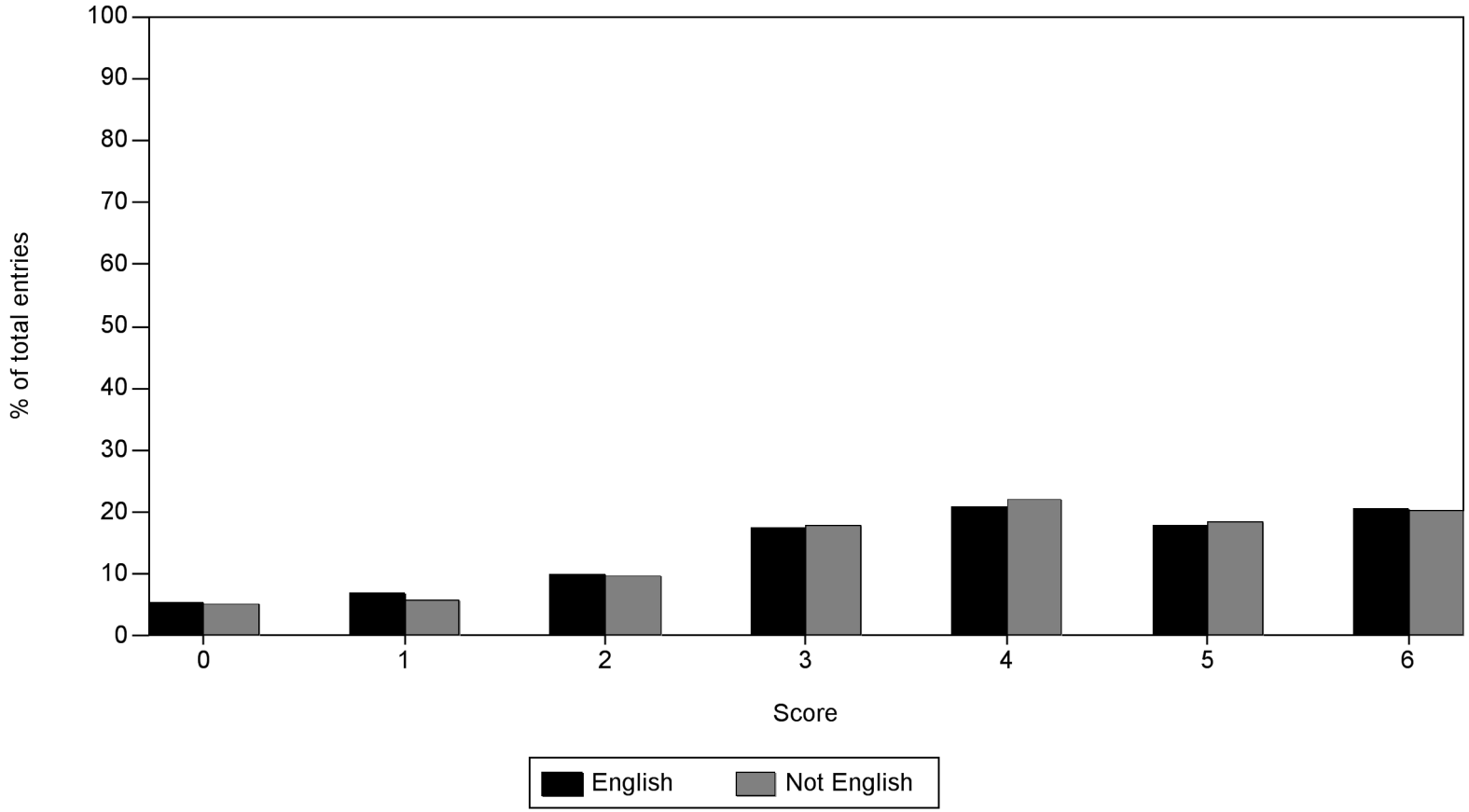
Distribution of Cambridge Secondary 1 Checkpoint Handling data score by student's first language, showing the cumulative percentage of the number of students at each score.



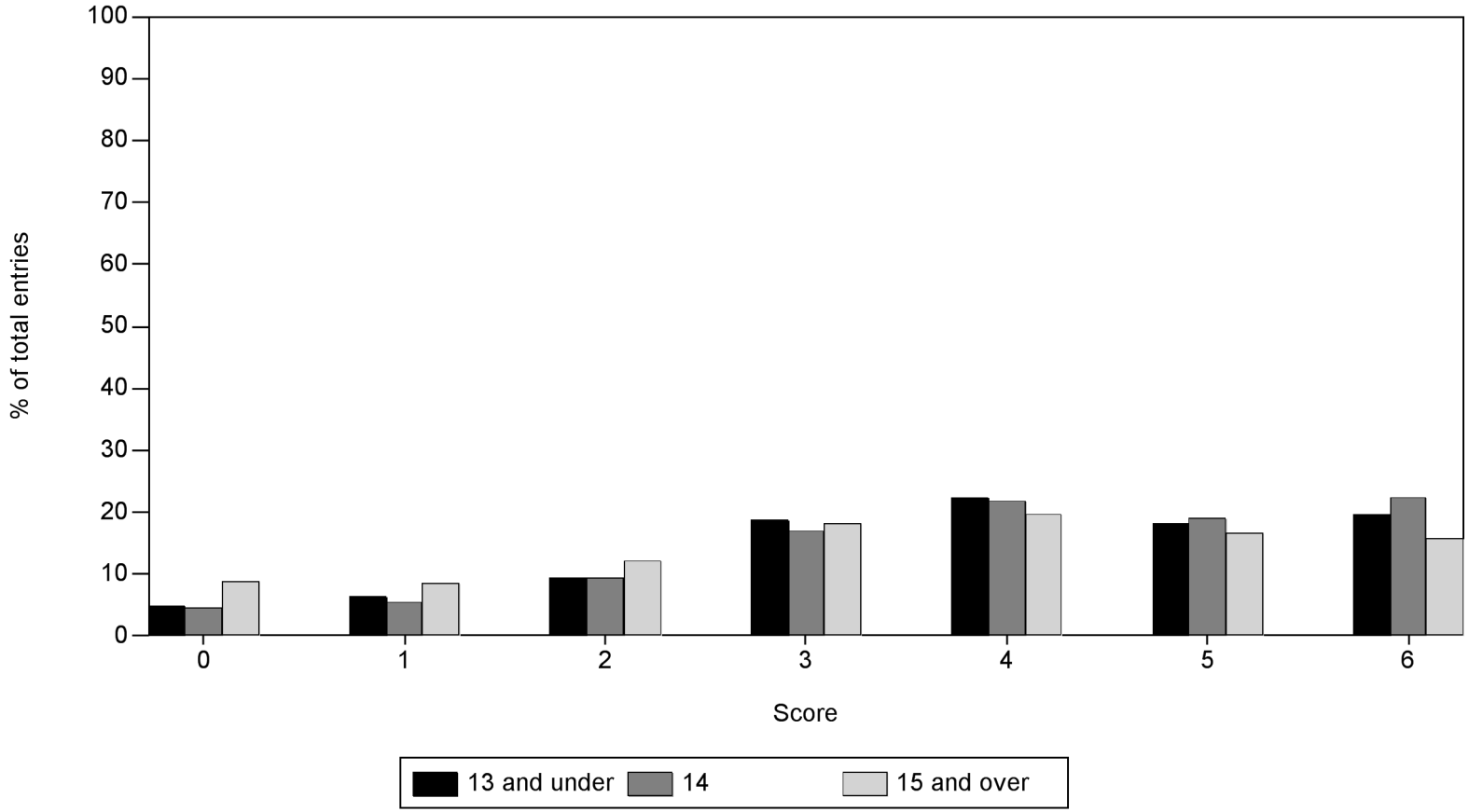
Distribution of Cambridge Secondary 1 Checkpoint Handling data score by student's age, showing the cumulative percentage of the number of students at each score.



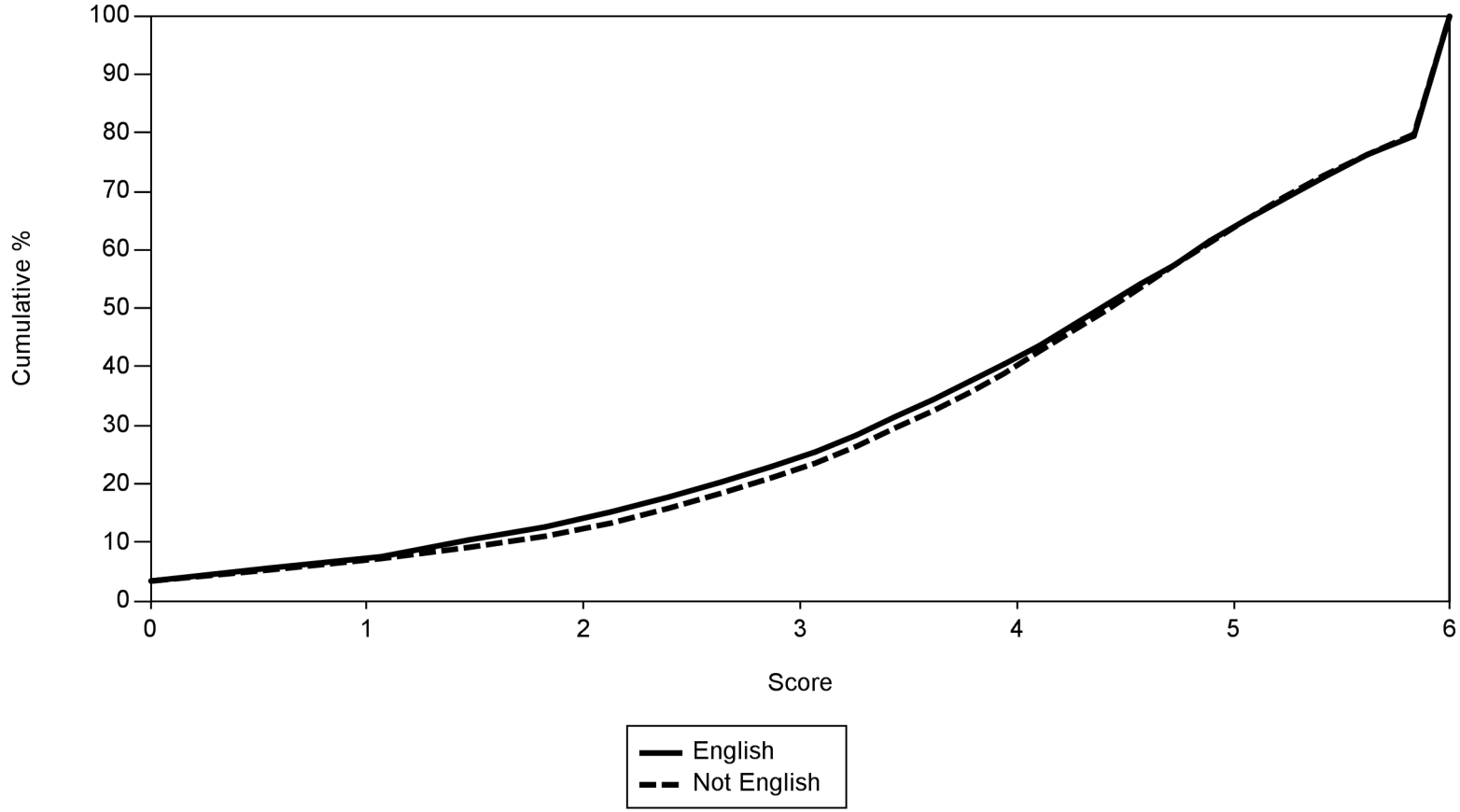
Distribution of Cambridge Secondary 1 Checkpoint Number score classified by student's first language.



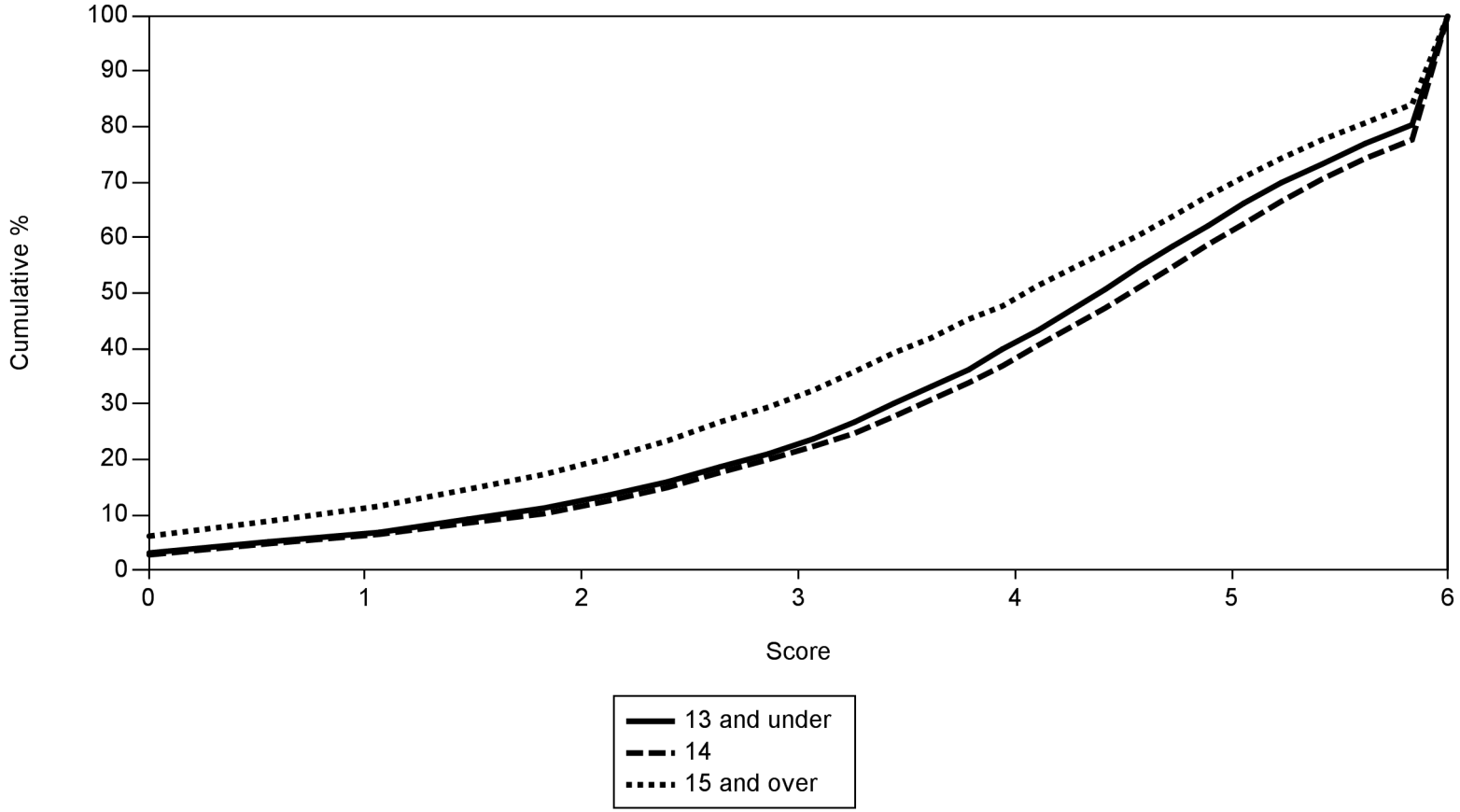
Distribution of Cambridge Secondary 1 Checkpoint Number score classified by student's age.



Distribution of Cambridge Secondary 1 Checkpoint Number score by student's first language, showing the cumulative percentage of the number of students at each score.



Distribution of Cambridge Secondary 1 Checkpoint Number score by student's age, showing the cumulative percentage of the number of students at each score.



5. Cambridge Secondary 1 Checkpoint Science 1113

5.1 Comments on specific questions – Science 1113 component 01

General Comments

This component allowed the learners to demonstrate their knowledge and understanding of science and enquiry skills. This component was slightly easier than component 02. There was no evidence that the learners did not have sufficient time to complete the examination paper.

Learners found the questions that assessed science enquiry skills the most demanding. Answers were often unspecific and did not give the required detail. Centres should also advise the learners not to show the units in the body of a results table but only include them in the heading.

Question 1

This question was about plant and animal cells.

(a) Some learners appreciated that only plant cells have a cell wall and vacuoles, and that all cells have cytoplasm and a cell membrane. Some learners only put one tick in each row. A small proportion of the learners annotated the table by stating that plants have large vacuoles and animal cells sometimes have small vacuoles and this was given credit.

(b) Many learners could identify the structures labelled **A** to **D** but they had more difficulty recognising the correct function of each structure. The most common correct answers were linked to structure **D**. Many learners appreciated that **D** was the nucleus and it contained genetic material.

Question 2

This question was about the structure of the Earth.

(a) Many learners recognised all three layers of the Earth.

(b) Although many learners gave igneous and metamorphic rocks as their answer, a considerable proportion of the learners were not able to correctly spell these words. Some learners chose their answers from the options given in part **(c)**.

(c) Most learners recognised the description of a fossil.

Question 3

This question involved energy transfers.

Only a small proportion of the learners could give all six forms of useful energy. The most common misconception was to give the answer electrical for one or both of the kettle and the oven. Some learners also gave kinetic energy for the hand-bell but this was not given credit since it is not a useful form of energy.

Question 4

This question was about electrical circuits.

(a) Many learners recognised that the circuit was a parallel circuit and only a very small number referred to a series circuit. Other learners described the circuit using ideas such as a 'loop circuit'. Credit was only given to the use of the correct technical word in this question.

(b) Although many learners recognised the ammeter symbol in **(i),** they often gave inaccurate answers such as amperemeter or ampmeter. Other learners referred to amps instead of the name of the meter. In **(ii)**, learners often recognised that the component measured the current and only a small proportion mentioned voltage or potential

difference. Other learners referred to the amps or the amperes, both of which were given credit in the mark scheme. A common misconception was to refer to the amplitude of the electricity.

(c) Learners could read the meter and often gave an answer of 7.5 A. A common misconception was to give a value of 5.5. Another common misconception was to quote the wrong units such as volts. The mark scheme allowed any answer between 7.2 and 7.8 A.

(d) Only the most able of learners appreciated that the current at component A_5 was the same as that at A_1. The most common misconception was to give an answer of 37.5 because there were five ammeters.

Question 5

This question was about the human circulatory system and involved learners interpreting a diagram.

(a) Learners rarely correctly identified all four organs. They were most likely to identify the lungs and the kidney and least likely to identify the small intestine.

(b) Learners found this question quite challenging and were likely to only identify one of the organs, this being the lungs or **A**.

Question 6

This question focused on photosynthesis and also assessed some science enquiry skills.

(a) In **(i)** the learners found writing the word equation for photosynthesis quite difficult. A word equation should only include the reactants and the products, however many learners included chlorophyll, light and energy. If these were placed 'over the arrow' then they were ignored, but if included as a reactant or a product they were not accepted. Some learners reversed the equation and gave the equation for respiration. Centres should advise learners to write the names of substances in a word equation and not to use formulae.

A significant proportion of the learners could not measure the volume of gas in the measuring cylinder in **(ii)**. A typical error was to give 17 cm^3 rather than 3 cm^3. Almost all the learners included the correct unit for the volume.

(b) Good answers in **(i)** appreciated that the air breathed out contained carbon dioxide which is needed for photosynthesis. Some learners thought that it was the bubbles themselves that increased the gas volume.

The best answers in **(ii)** appreciated that the lamp could be moved closer to the pond weed and as a result the pond weed would receive more light. Many learners only referred to one of these points typically writing 'give the plant more light'. Some learners took a more chemical approach by increasing the temperature which would increase the rate of reaction. This was an acceptable approach provided that the water was not boiled. Learners that mentioned giving more carbon dioxide were not given credit since this was not really different to bubbling in carbon dioxide the answer to part **(i)**.

Question 7

This question used displacement reactions to assess some aspects of science enquiry skills.

(a) Some learners did not identify the variable that was changed and they often referred to the name of one of the salts used in the investigation. The best answers referred to the metal salt solution.

(b) Learners were often imprecise with their answers, such as giving the metal salt solution without specifying it was the concentration, volume or the amount of the metal salt solution that had to be kept constant. Other learners gave the temperature or the size/mass of the iron nail, both of which were acceptable answers.

(c) A significant proportion of the learners did not compare the reactivity of iron with sodium, for example stating that sodium is more reactive than iron. Some learners compared the reactivity of iron with sodium chloride and this was not given credit. Other learners just stated that iron does not react with sodium chloride.

Question 8
This question was about the reflection of light at a plane mirror.
Many learners could not give all the correct labels. A common misconception was to reverse the incident ray/angle with the reflected ray/angle. Other learners reversed the angle with the ray. Most learners could correctly label the normal and the mirror.

Question 9
This question was about the three states of matter.
(a) Almost all learners appreciated that solids have the strongest force of attraction between their particles.
(b) Most learners could match the state of matter with its description.
(c) Although the learners could explain that the water disappeared because of evaporation many learners struggled to explain what happened in terms of particles. The best answers appreciated that the particles gained sufficient kinetic energy to escape the liquid and form water vapour. Learners that referred to boiling were not given credit because in sunlight, water evaporates rather than boils.

Question 10
This question was about elements in the Periodic Table.
(a) Although many learners gave the chemical symbol of an element in Group 1 many gave Li rather than K. The name potassium was given full credit in this question.
(b) Many learners appreciated that a hydrogen atom has one proton in its nucleus. The most common incorrect answer was He. The name hydrogen was given full credit in this question.
(c) Learners found this question more demanding than **(a)** and **(b)** and many gave Br rather than C*l*. Other learners gave two chemical symbols, one from Group 7 and the other from Period 3. The name chlorine was given full credit in this question.
(d) Learners often forgot that the question asked for the name of the element and unless they included the name they were not given credit. Some learners gave the names of elements in Period 3 rather than Group 3.

Question 11
This question about friction assessed the science enquiry skills.
(a) Learners often gave general safety rules rather than addressing the question about risks in the experiment described. Good answers mentioned the use of sturdy or safety shoes in case the masses dropped on their feet, having a larger table, attaching the masses to the block and using lighter masses. Learners often gave non-specific answers about wearing safety clothing including gloves which were not relevant to this question.
(b) Learners could often complete the table in terms of data entry but had more difficulty with the headings and the use of units. Since the unit for the force is in the heading the data should not have any units. If the units were included within the data entry, then the mark for correct data entry was not given any credit. A common misconception was to make up names for the materials **A** to **D**.
(c) The only answer given by learners that gained credit was linked to repeating the experiment. A common misconception was that the materials should be named rather than just have letters.

5.2 Comments on specific questions – Science 1113 component 02

General Comments

This component allowed the learners to demonstrate their knowledge and understanding of science and enquiry skills. The component was marginally more difficult than component 01 because contained more free response type questions that involved explanations.
The learners found some aspect of the questions that assessed science enquiry skills demanding and the answers given needed to be more precise.
Learners should make certain that when they use chemical formula that the correct formula including the subscript is written. Centres should advise learners only to use formulae when it is asked for in the question.

Question 1

This question was about magnets.
Many learners appreciated that an iron nail is attracted to both poles of a magnet.

Question 2

This question was about sound.
Many learners appreciated that a high pitched sound has a high frequency. The most common incorrect answer was a high pitched sound has a large wavelength.

Question 3

This question was about arthropods.

(a) Many learners could identify the insect but they had more difficulty with the crustacean and the arachnid. A common error was to have the crustacean linked to the myriapod.

(b) The most common answer was that they are invertebrates with an exoskeleton. The idea of a segmented body was given by some learners but a common misconception was that all arthropods have three body sections.

Question 4

This question was about chemical formulas.
Many learners found the chemical formulas quite challenging. Some learners were careless when writing the formulae and often missed out the subscripts e.g. writing KNO rather than KNO_3.

(a) Many of the learners did not appreciate that elements only contain one type of chemical symbol in **(i)**. The learners rarely chose both Al and Cl_2 and sometimes neither of them were written down. In **(ii)**, although some learners recognised the two formulae that contained carbon, many others included formulae that had an upper case C even though it was Ca and Cl . As a result, some answers included four or five formulae. More learners got **(iii)** correct than the other questions. In **(iv)**, a significant proportion of the learners chose P_2O_5 rather than KNO_3.

(b) Some learners identified the compound as calcium oxide, but carbon monoxide and carbon oxide were common incorrect answers. Some learners just wrote calcium oxygen.

Question 5

This question was about energy transfers and the conservation of energy. Learners found both questions very straight forward.

(a) Most learners quoted the correct answer of 120 J.
(b) Most learners quoted the correct answer of 100 J.

Question 6
This question was about sources of energy and fuels.
(a) Most learners thought natural gas was renewable.
(b) The best answers in **(i)** referred to carbon dioxide being a greenhouse gas that causes global warming and then described at least one consequence of global warming such as polar ice melting, sea-level rising, floods and/or droughts. Many learners confused ozone depletion with the greenhouse effect. Answers that included ozone depletion were limited to two marks. Most learners did not describe the consequence of global warming but merely stated the temperature of the Earth would get hotter. Other vague answers included habitat destruction which was not given credit unless it gave some more details e.g. destruction of coral reefs because sea water is hotter or polar bears habitat is destroyed as the polar ice melts.
In the context of this question the two best fuels to burn in **(ii)** were hydrogen and wood. There was no mark for the choice of fuel, the marks were awarded for a suitable reason. The best answers for wood included it is renewable and you can plant new trees. Vague answers, such as we can get more wood, were not sufficient to get a mark. The best answers for hydrogen included it is renewable or it burns to make only water. Vague answers such as it makes less pollution and less harmful gases are made, were not given credit.

Question 7
This question allowed the learners to interpret a table of data about the elements in Group 7.
(a) Most learners wrote a comparative statement that linked higher atomic mass with higher melting point. Marks were not awarded if the statement was not comparative.
(b) Most learners could interpret the table to deduce that fluorine was a gas at room temperature.
(c) Many learners could estimate the boiling point of chlorine as -34 ^{o}C. Some learners circled one answer and wrote down a different answer. In these circumstances the answer on the answer line was the one that was marked.

Question 8
This question was about adding different colours of light. The centre colour of white was well known by most learners but the other two colours, green and blue, were often reversed.

Question 9
This question was about Copernicus' model of the universe. Many learners appreciated that the answer was the Sun although some learners gave the Earth and others the core.

Question 10
This question about growing pepper plants assessed the science enquiry skills.
(a) Many learners could identify the variable that was changed in **(i)**, with the best answers quoting the treatment was changed.
Learners found identifying the variables that were controlled in **(ii)** more demanding than the variable that was changed in **(i)**. Some learners gave the variables that were measured such as the number of peppers or the height of the peppers. The best answers referred to the type of pepper plant, the number of seeds, the temperature and the amount of sunlight.

In **(iii)** many learners could not describe that the purpose of using water was for a control and that it was used to find out the effect without using a fertiliser. Only a small proportion of the learners used the term control in their answer.

(b) Both parts **(i)** and **(ii)** involved interpreting the data in a results table. Both questions needed a comparative answer and many learners gave such an answer. In both questions a common misconception was to quote a number from the table.

Question 11

This question was about the reactivity of metals with water and dilute hydrochloric acid.

Learners found this question quite demanding. Unless the response was no reaction, the answer had to give the name of the gas produced and some idea of the rate of reaction. Many learners appreciated that copper and gold did not react with either acid or water but found it more difficult to describe the reactions of the other metals. The best answers for sodium and water also mentioned a rapid reaction and lots of bubbles of hydrogen. This same response could have been given for calcium with acid. The best responses for iron and acid mentioned a slow reaction with only a few bubbles of hydrogen.

Question 12

This question was about pressure. There was no mark for the selection of book **B**, the mark had to be earned by a correct explanation. The best answers appreciated that the smaller the surface area in contact with the table, the larger the pressure.

Question 13

This question was about the principle of moments and needed a quantitative explanation rather than just quoting information from the diagram.

One approach used by learners was to calculate the clockwise moment (1000 Nm) and then the anticlockwise moment (1000 Nm) and then state that these were equal. This was often expressed in an equation as shown.

$$500 \times 2 = 1000 \times 1$$

Some learners did not specifically state that the two moments were equal and these learners only got two marks for the question.

Another approach involved stating the principle of moments in terms of anticlockwise moments equals the clockwise moments and then explaining that the weight of Oliver was twice than of Mike and that Mike was twice as far from the pivot.

A common misconception in this question was to state that the weights rather than the moments were equal. Other learners referred to the pressure caused by each boy rather than the moment. Another misconception was to refer to the mass of the boys rather than the weight. Many learners did not use the correct units for moments either giving the unit as N or as N/m.

Question 14

This question was about the endothermic reaction between sodium carbonate and dilute ethanoic acid.

(a) A large proportion of the learners stated that the temperature would increase. Some learners quoted a temperature and providing it was less than 20°C, they were awarded a mark.

(b) The name of at least one product was well known and a significant proportion of the learners got both products correct. Some learners gave both a formula and a name and in this case, both had to be correct to be awarded a mark. Centres should advise learners to use the name of a substance rather than a formula unless the question specifically ask for a formula.

Question 15

This question was about the particles in sound waves.

(a) A large proportion of the learners stated that the dots were sound particles rather than air particles.

(b) Learners were often able to use the diagram to describe that the particles were close together in a compression and far apart in a rarefaction. One misconception was to refer to the particles being attached to each other in a compression and not in a rarefaction.

Question 16

This question was about the movement of particles during diffusion. Most learners appreciated that the particles spread out.

Question 17

This question involved the interpretation of data in a bar chart.

(a) Many learners could identify planets **A** and **B** as Mercury and Venus respectively, although some chose Mars instead of Mercury.

(b) Most learners could interpret the bar chart to identify planet **F**.

(c) Most learners could interpret the bar chart to deduce that 5 planets were less than 8.2 large distance units from the Sun

5.3 Table and charts of sub-group performances - Science 1113

Performances for each syllabus are reported separately; the entries for on-screen and paper-based syllabuses are not combined.

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.

Demographic breakdown of total entry for Cambridge Secondary 1 Checkpoint Science

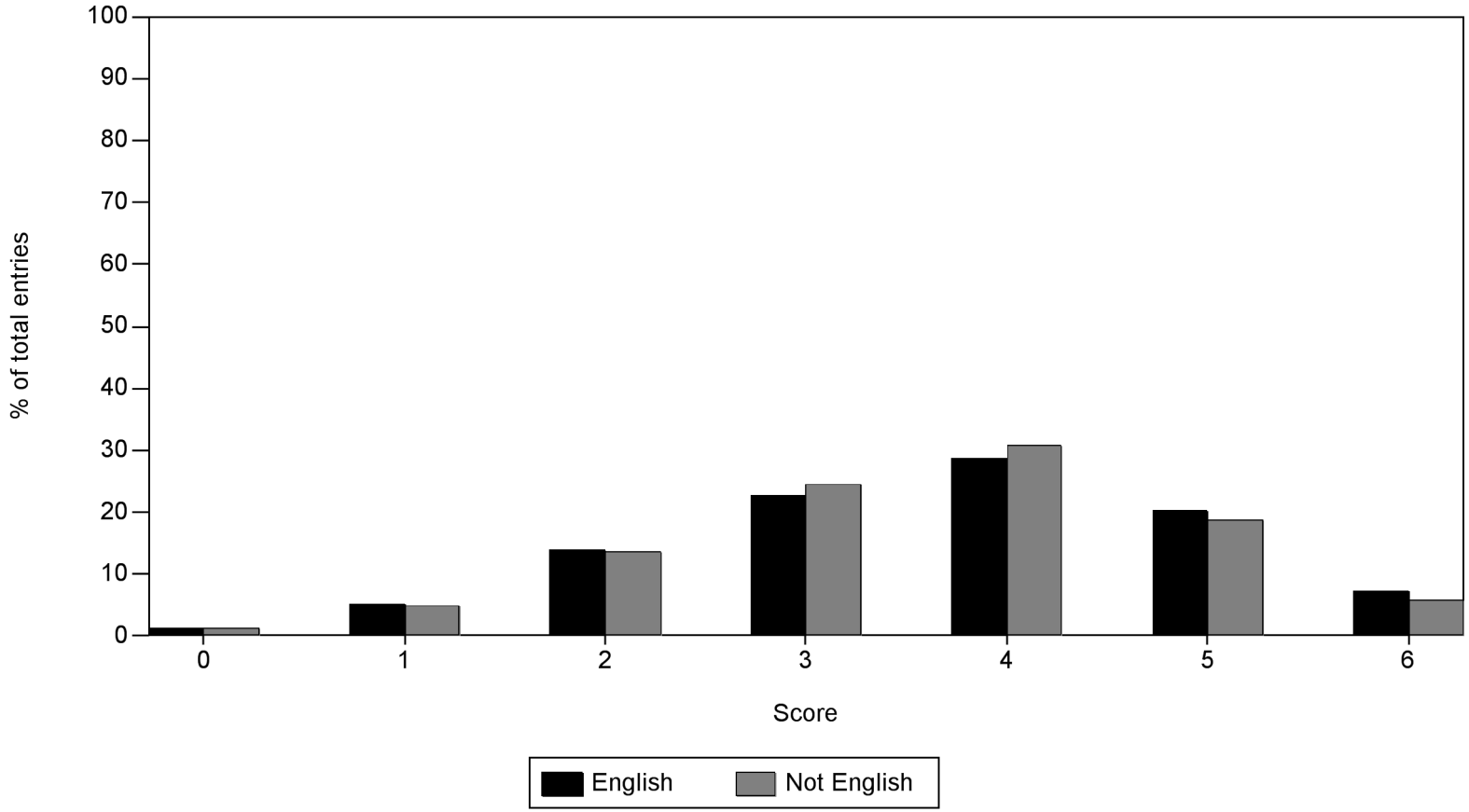
		Percentage of total entry	Average total score	Average Biology score	Average Chemistry score	Average Physics score	Average Scientific enquiry score
Age in years	**First Language**						
13 and under	Not English	31.0	4.0	4.0	4.1	4.0	3.9
13 and under	English	13.1	4.2	4.1	4.2	4.2	4.1
13 and under	All	44.2	4.1	4.0	4.1	4.1	4.0
Age in years	**First Language**						
14	Not English	29.8	4.1	4.1	4.1	4.1	4.1
14	English	14.5	4.1	4.1	4.1	4.0	4.2
14	All	44.3	4.1	4.1	4.1	4.1	4.2
Age in years	**First Language**						
15 and over	Not English	8.6	3.6	3.7	3.5	3.7	3.6
15 and over	English	2.9	3.3	3.5	3.2	3.3	3.3
15 and over	All	11.6	3.6	3.7	3.4	3.6	3.5
Age in years	**First Language**						
All	Not English	69.5	4.0	4.0	4.0	4.0	4.0
All	English	30.5	4.1	4.1	4.0	4.0	4.1
All	All	100.0	4.0	4.0	4.0	4.0	4.0

Please note that in the block charts that follow, the horizontal axis representing Cambridge Secondary 1 Checkpoint scores is annotated from 0 to 6.

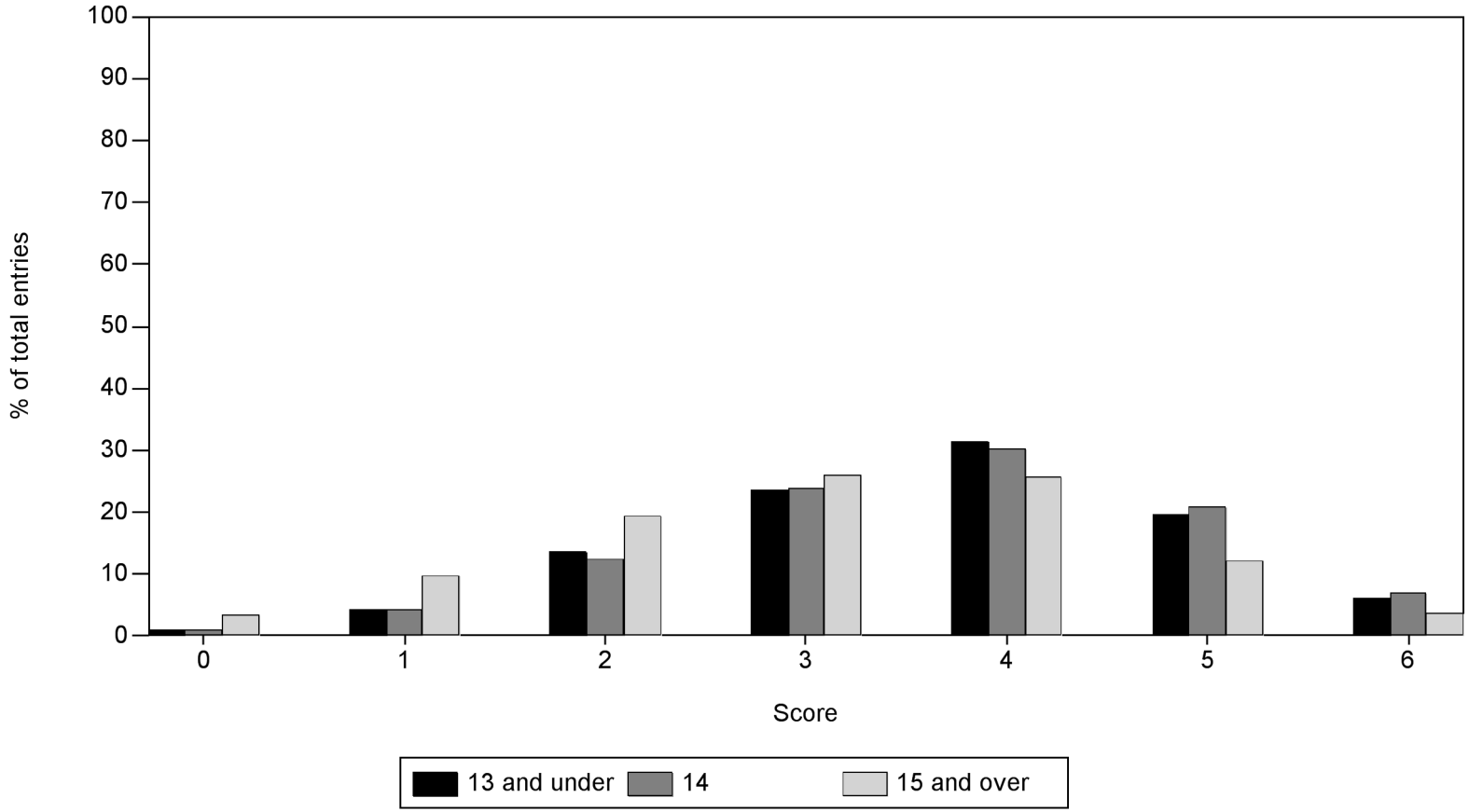
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value 5 represents the group of scores from 5.0 to 5.9,
the value 6 represents the group of scores of 6.0 or more.

For the curve graphs which follow the block charts, the horizontal axis also represents Cambridge Secondary 1 Checkpoint scores, but here the scores are continuous rather than grouped. The tick marks along the horizontal axis therefore represent actual Cambridge Secondary 1 Checkpoint scores.

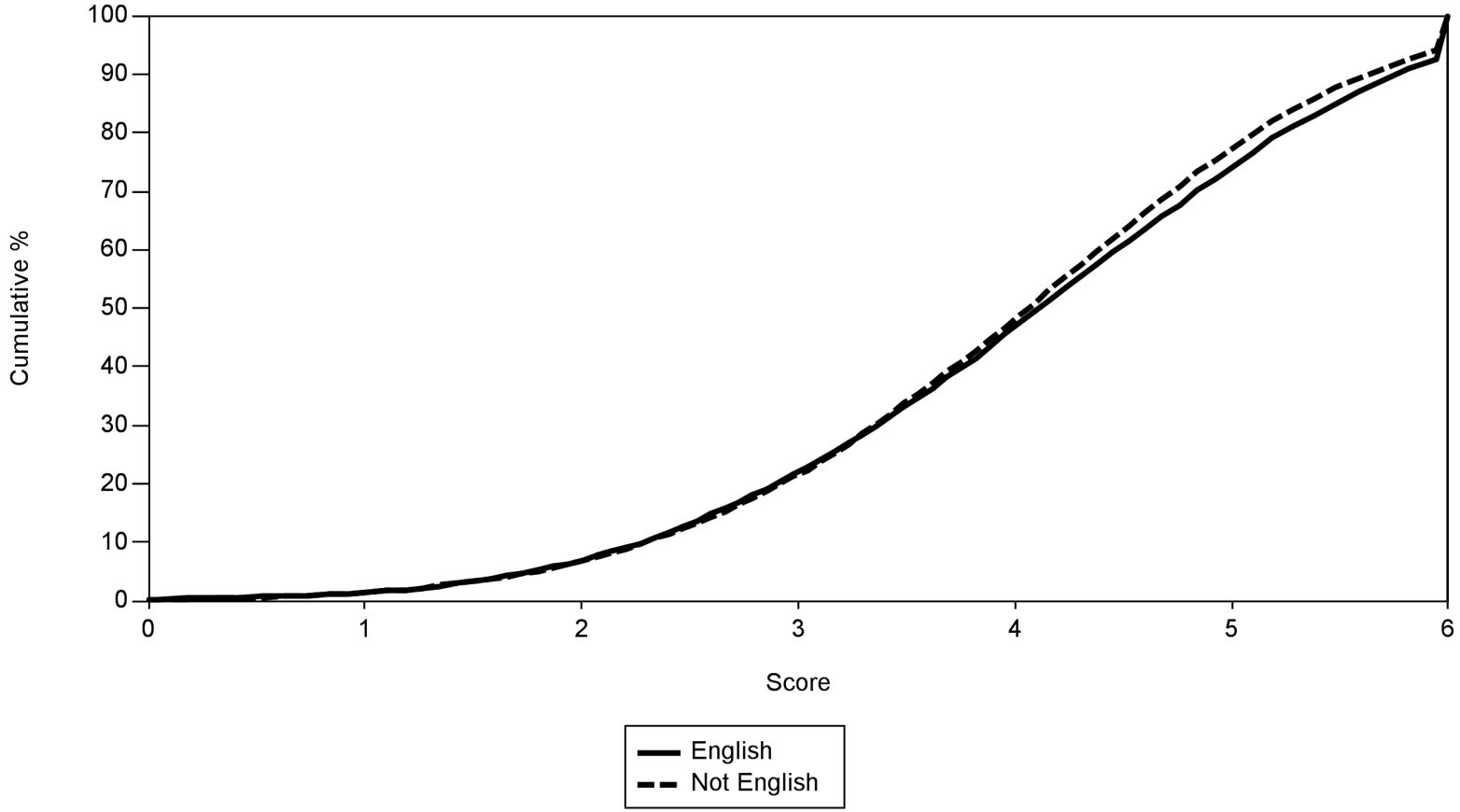
Distribution of Cambridge Secondary 1 Checkpoint total score for Science classified by student's first language.



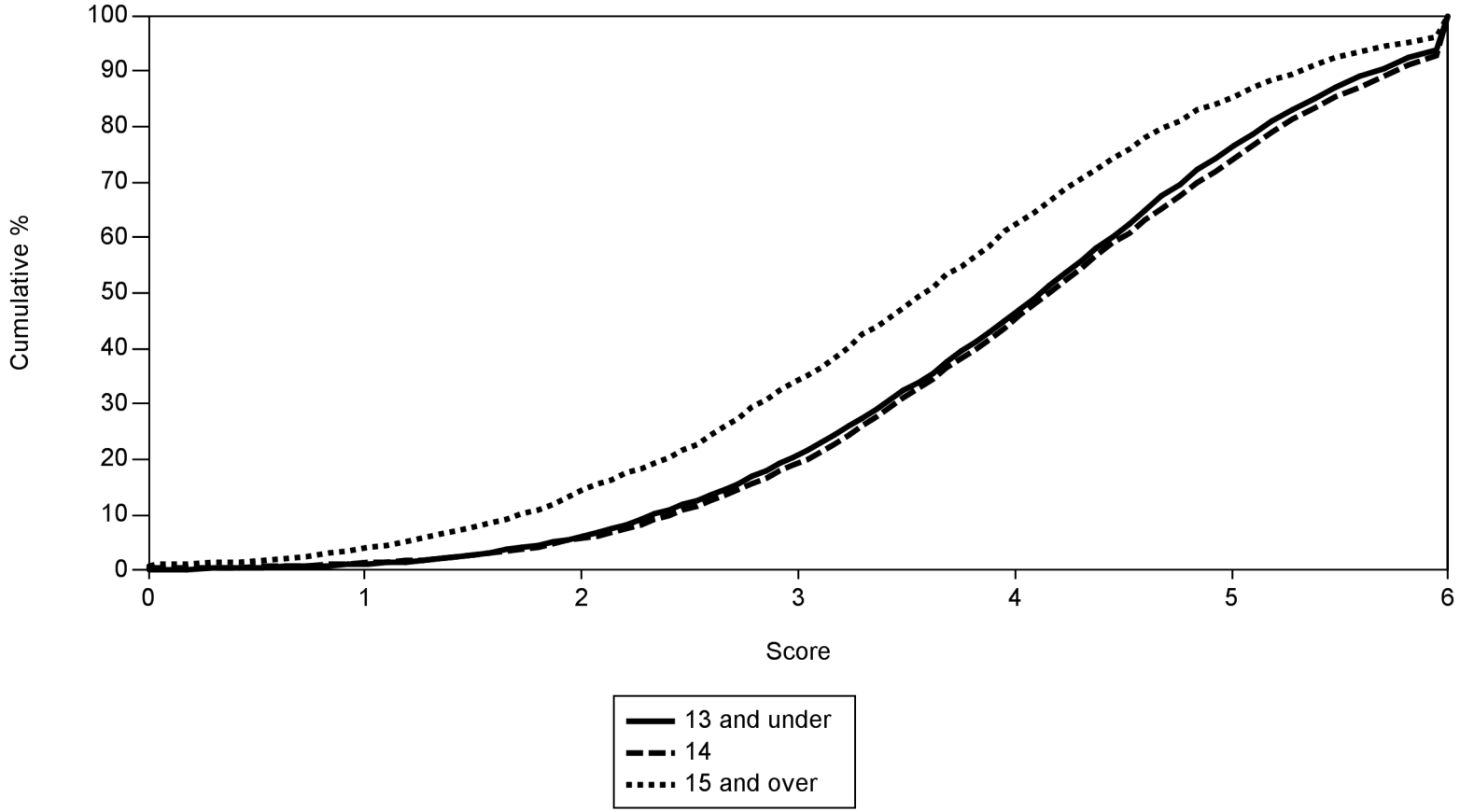
Distribution of Cambridge Secondary 1 Checkpoint total score for Science classified by student's age.



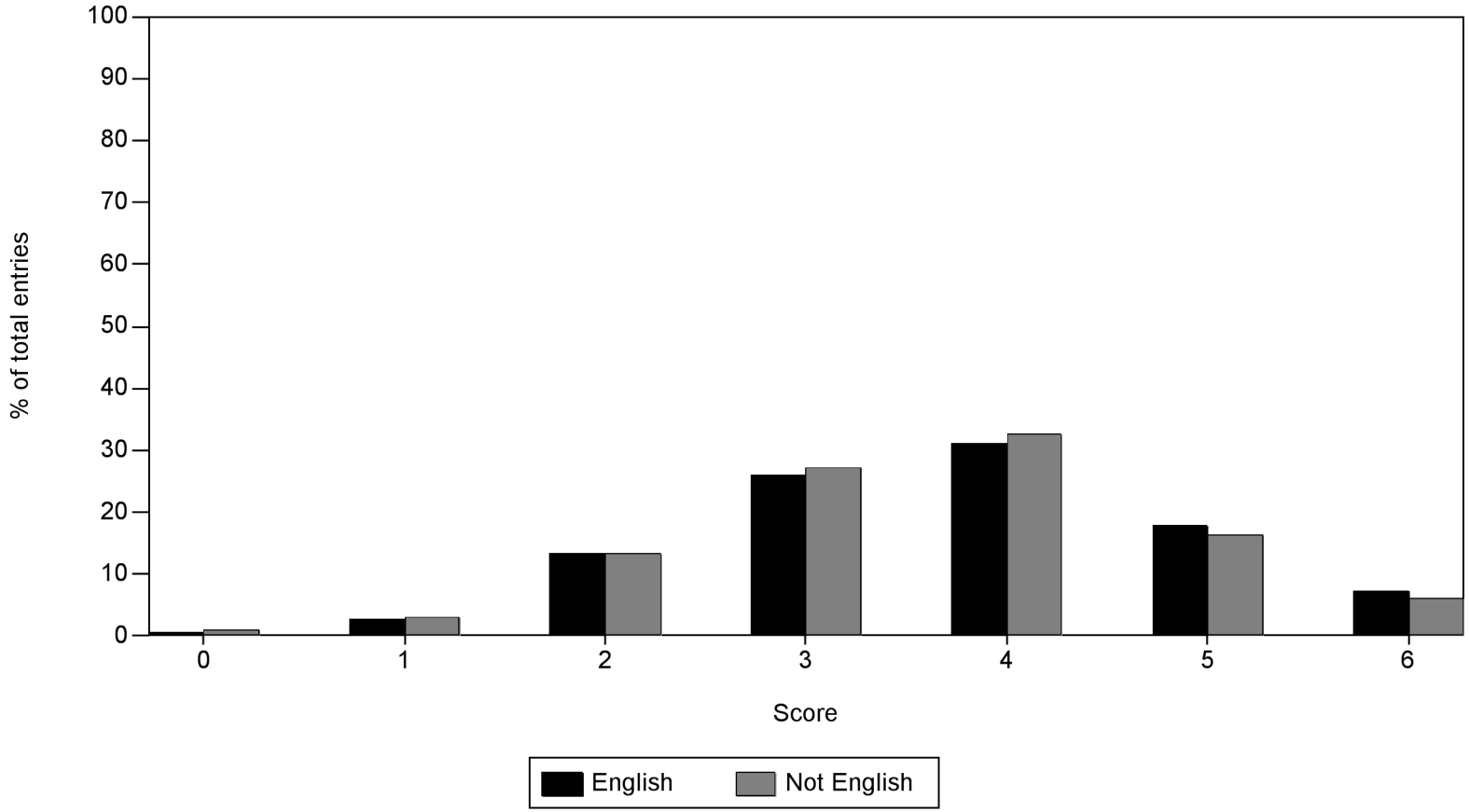
Distribution of Cambridge Secondary 1 Checkpoint total score for Science by student's first language, showing the cumulative percentage of the number of students at each score.



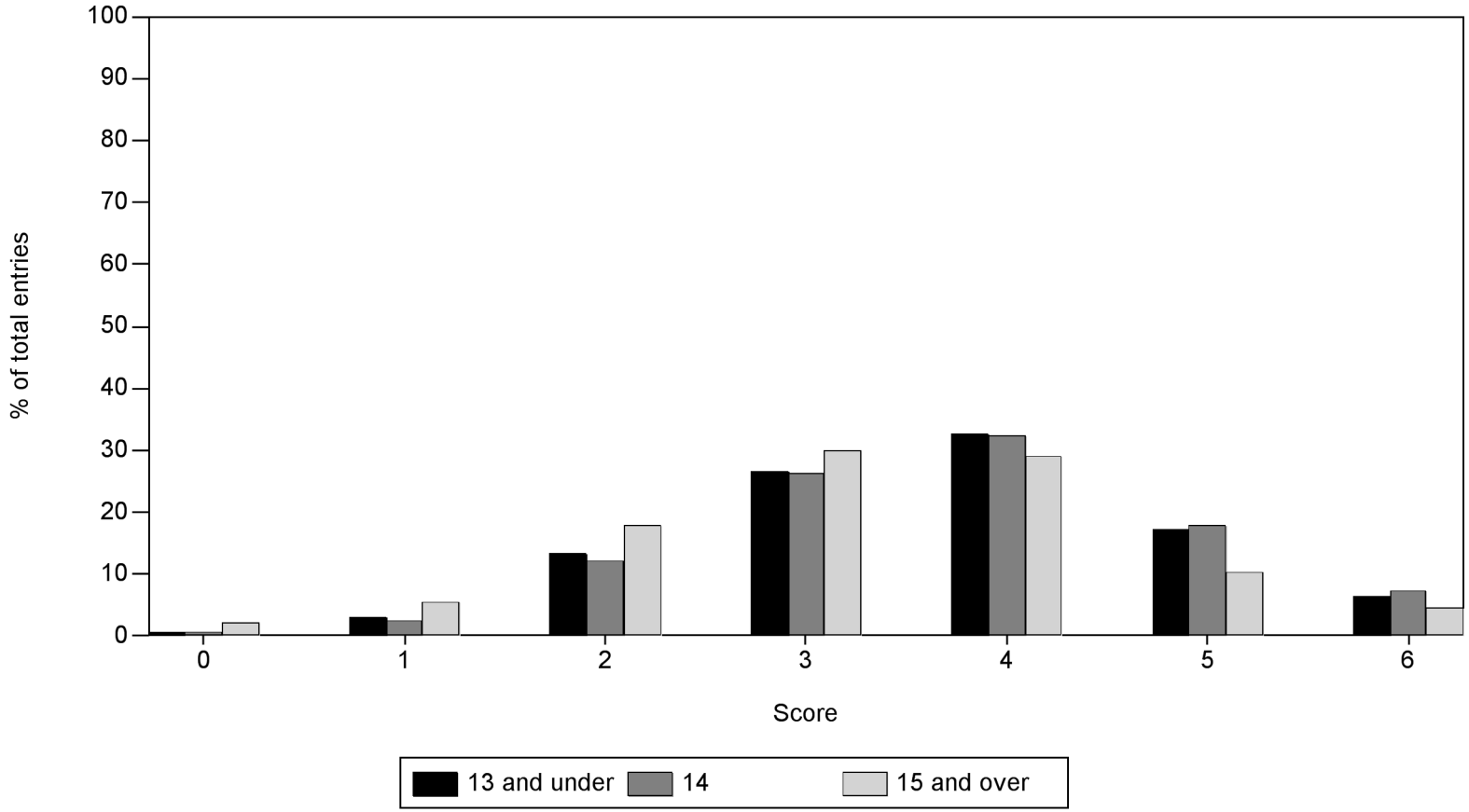
Distribution of Cambridge Secondary 1 Checkpoint total score for Science by student's age, showing the cumulative percentage of the number of students at each score.



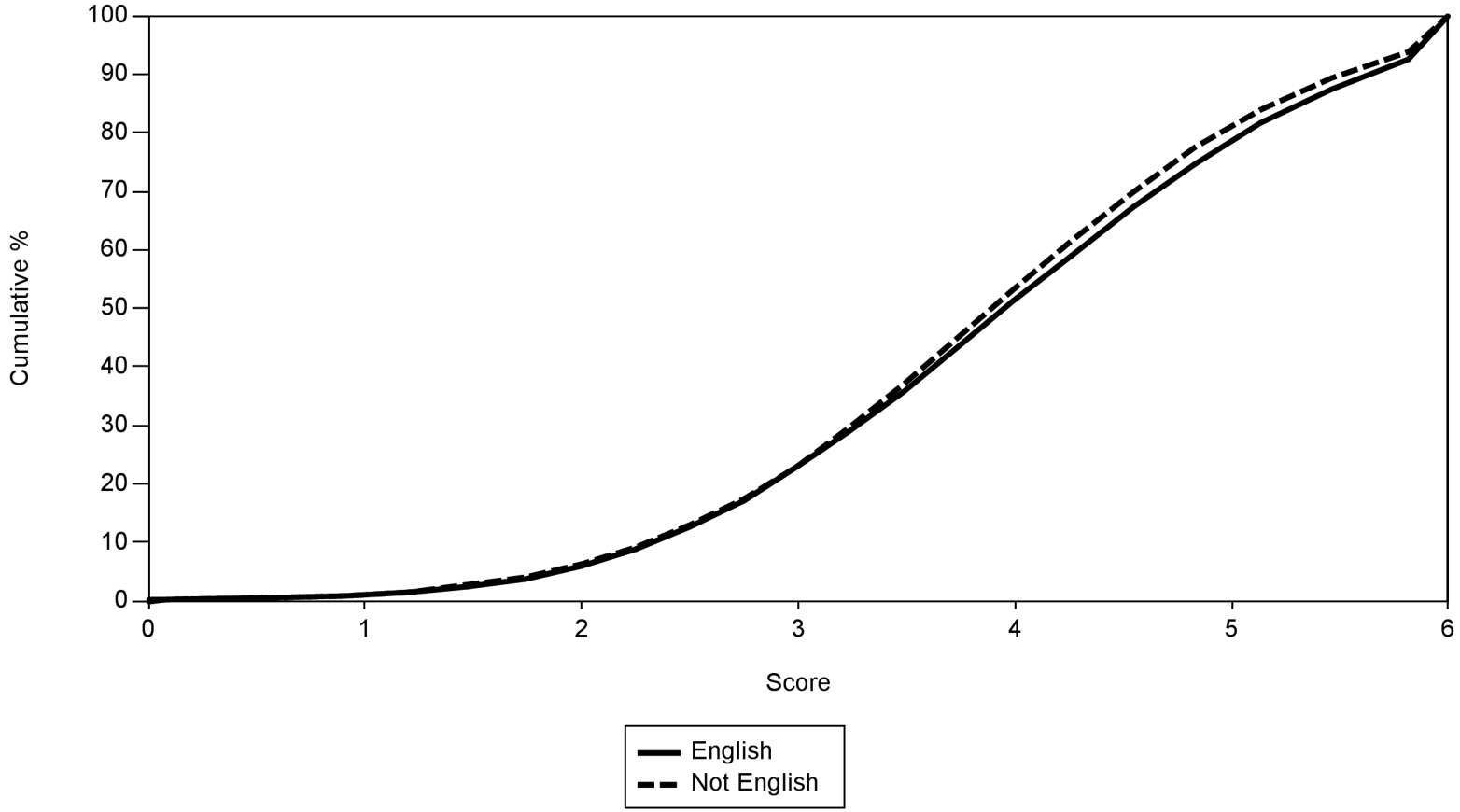
Distribution of Cambridge Secondary 1 Checkpoint Biology score classified by student's first language.



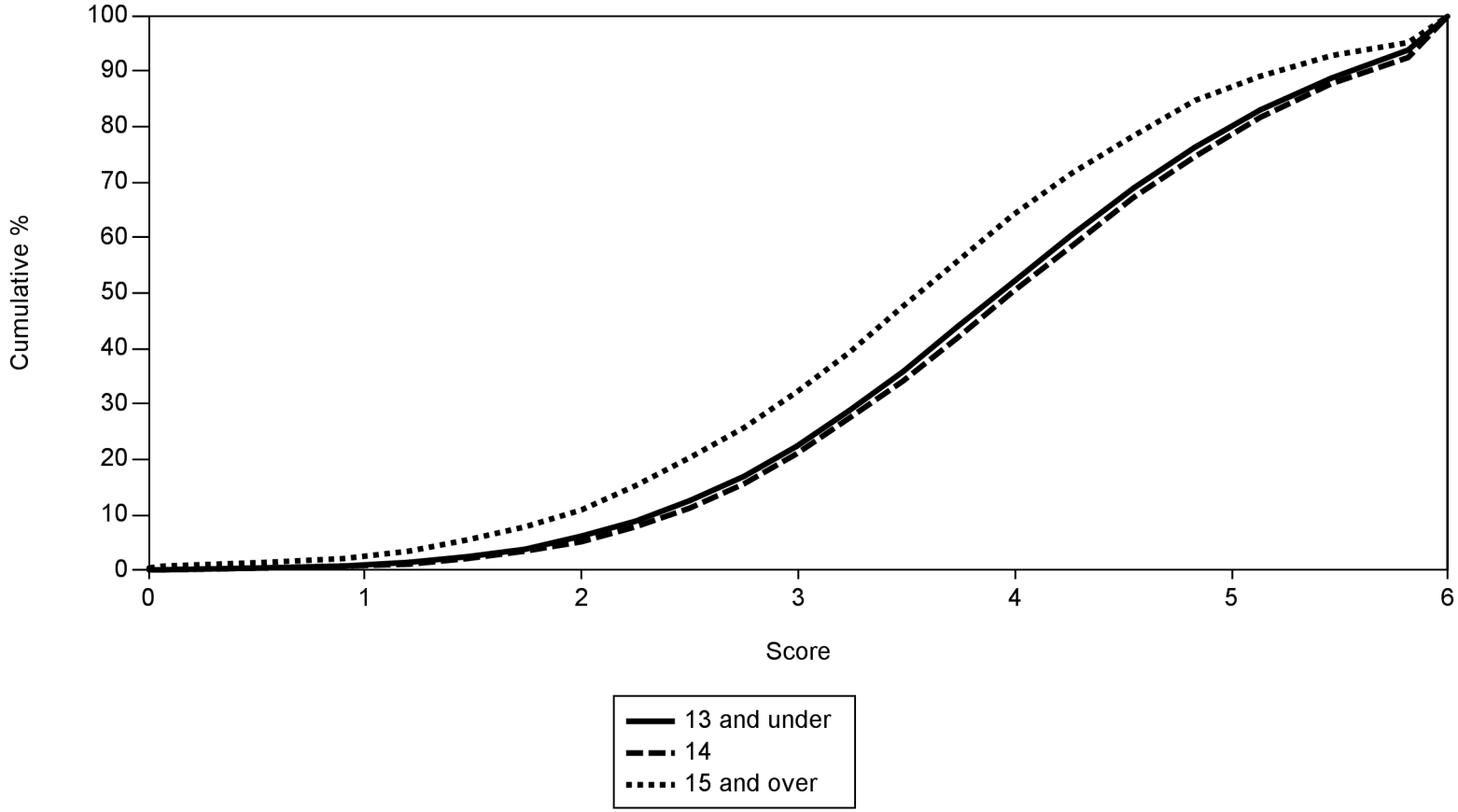
Distribution of Cambridge Secondary 1 Checkpoint Biology score classified by student's age.



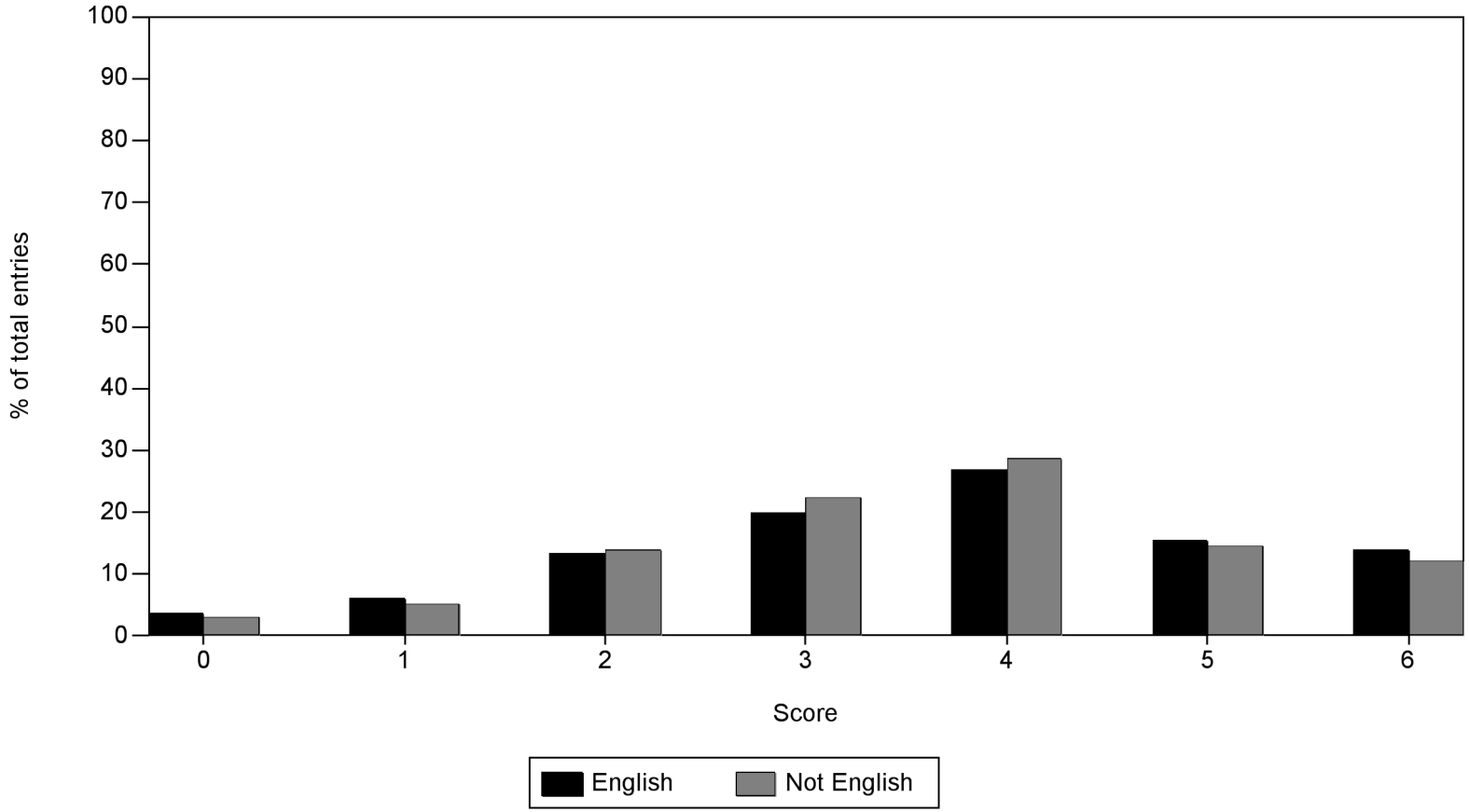
Distribution of Cambridge Secondary 1 Checkpoint Biology score by student's first language, showing the cumulative percentage of the number of students at each score.



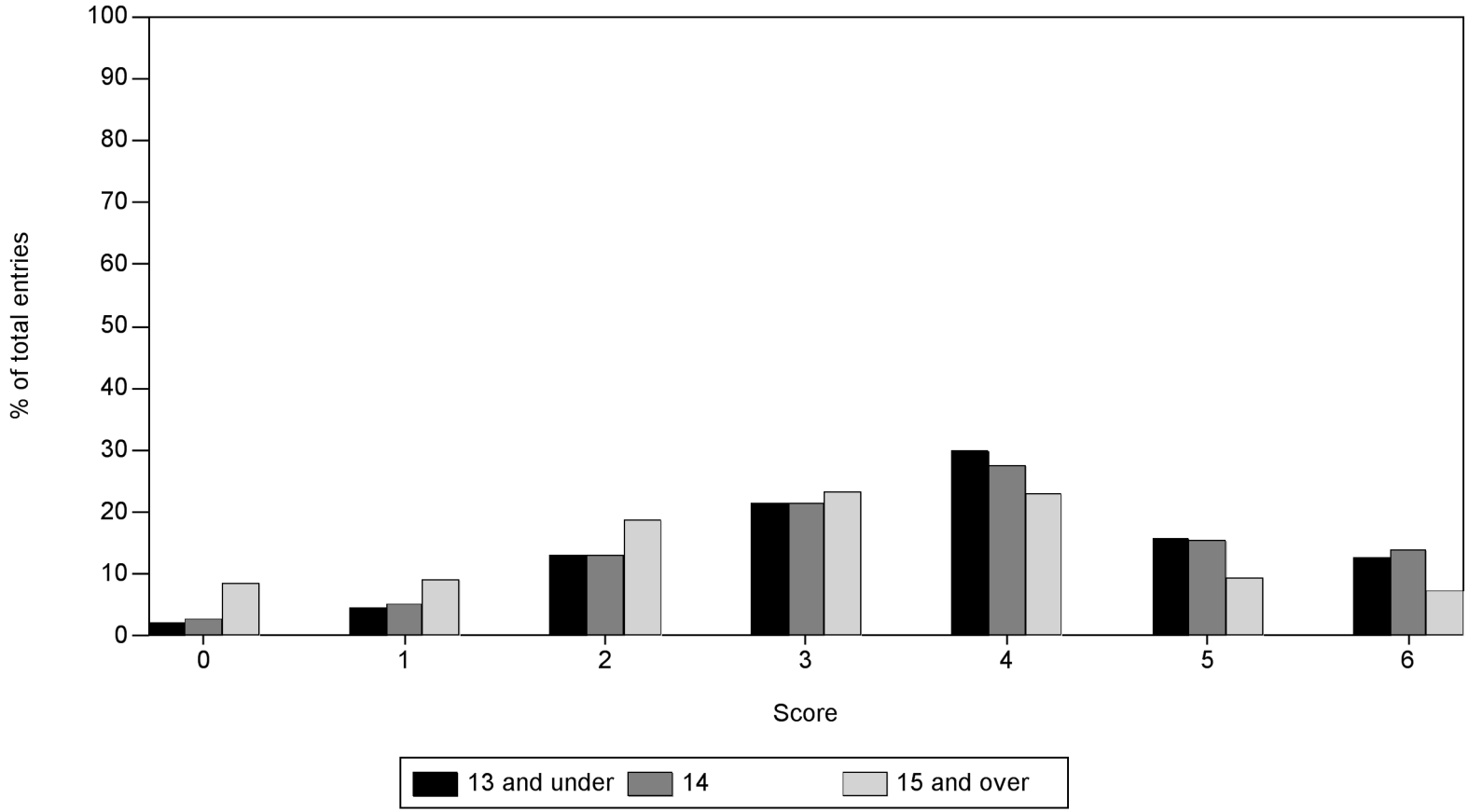
Distribution of Cambridge Secondary 1 Checkpoint Biology score by student's age, showing the cumulative percentage of the number of students at each score.



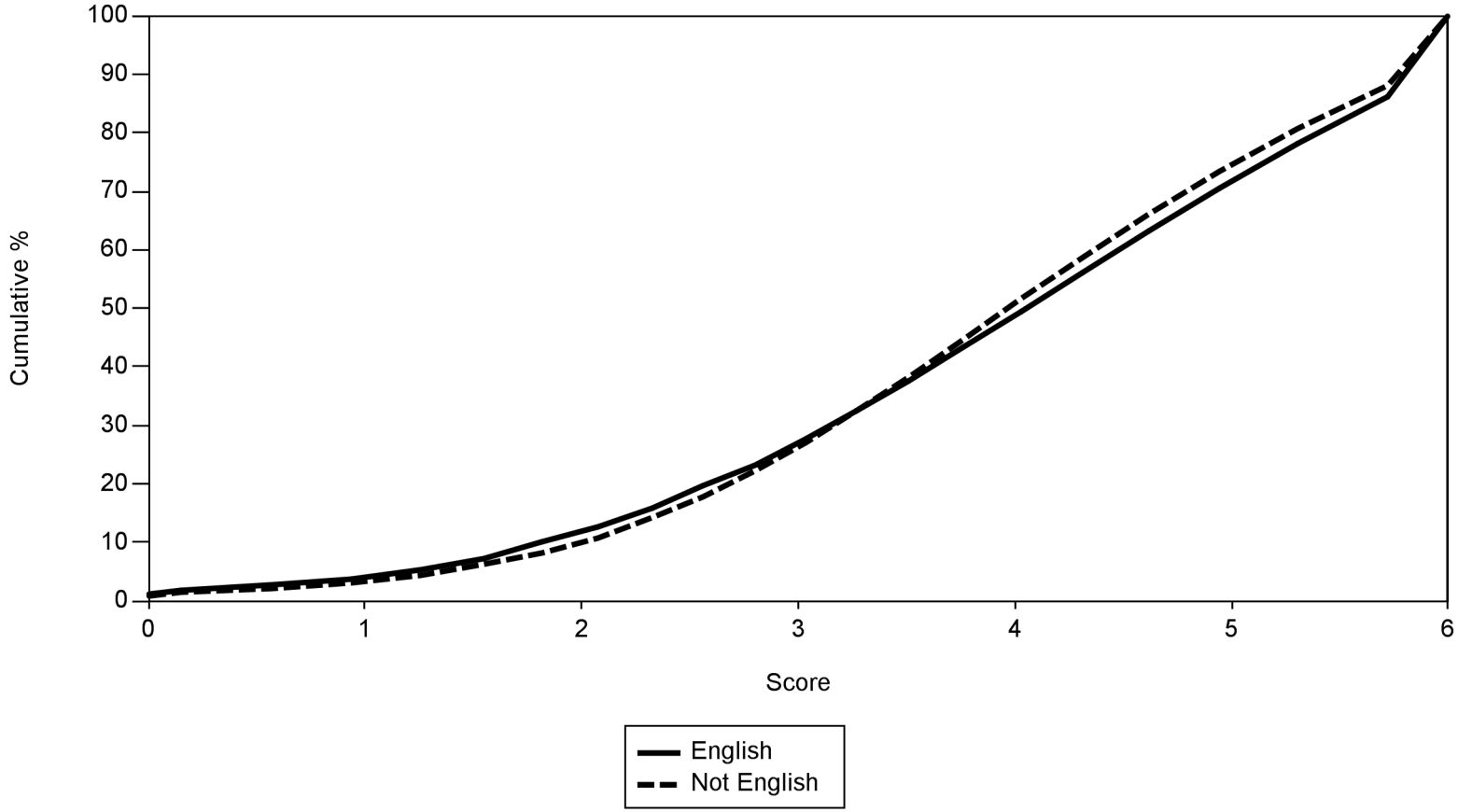
Distribution of Cambridge Secondary 1 Checkpoint Chemistry score classified by student's first language.



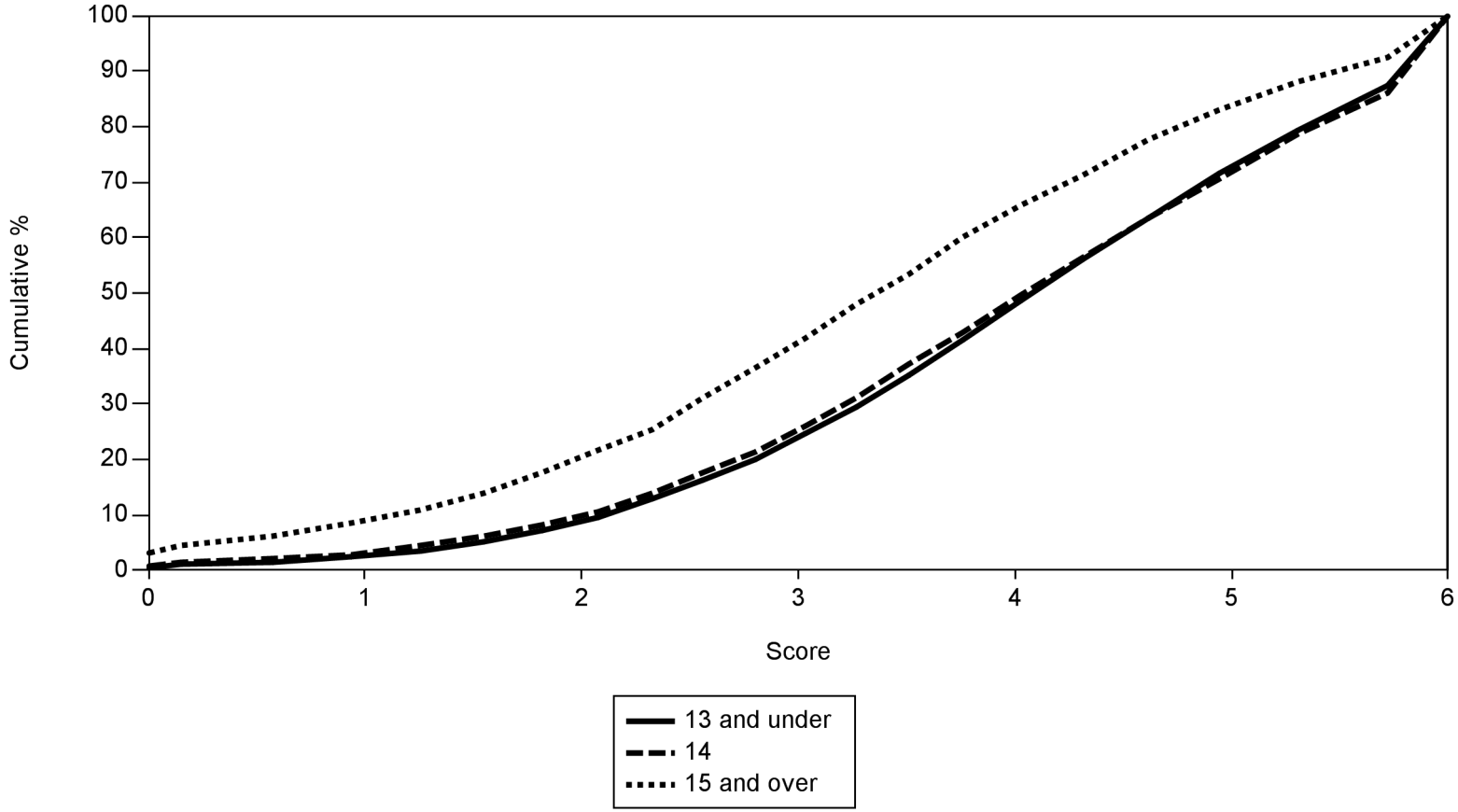
Distribution of Cambridge Secondary 1 Checkpoint Chemistry score classified by student's age.



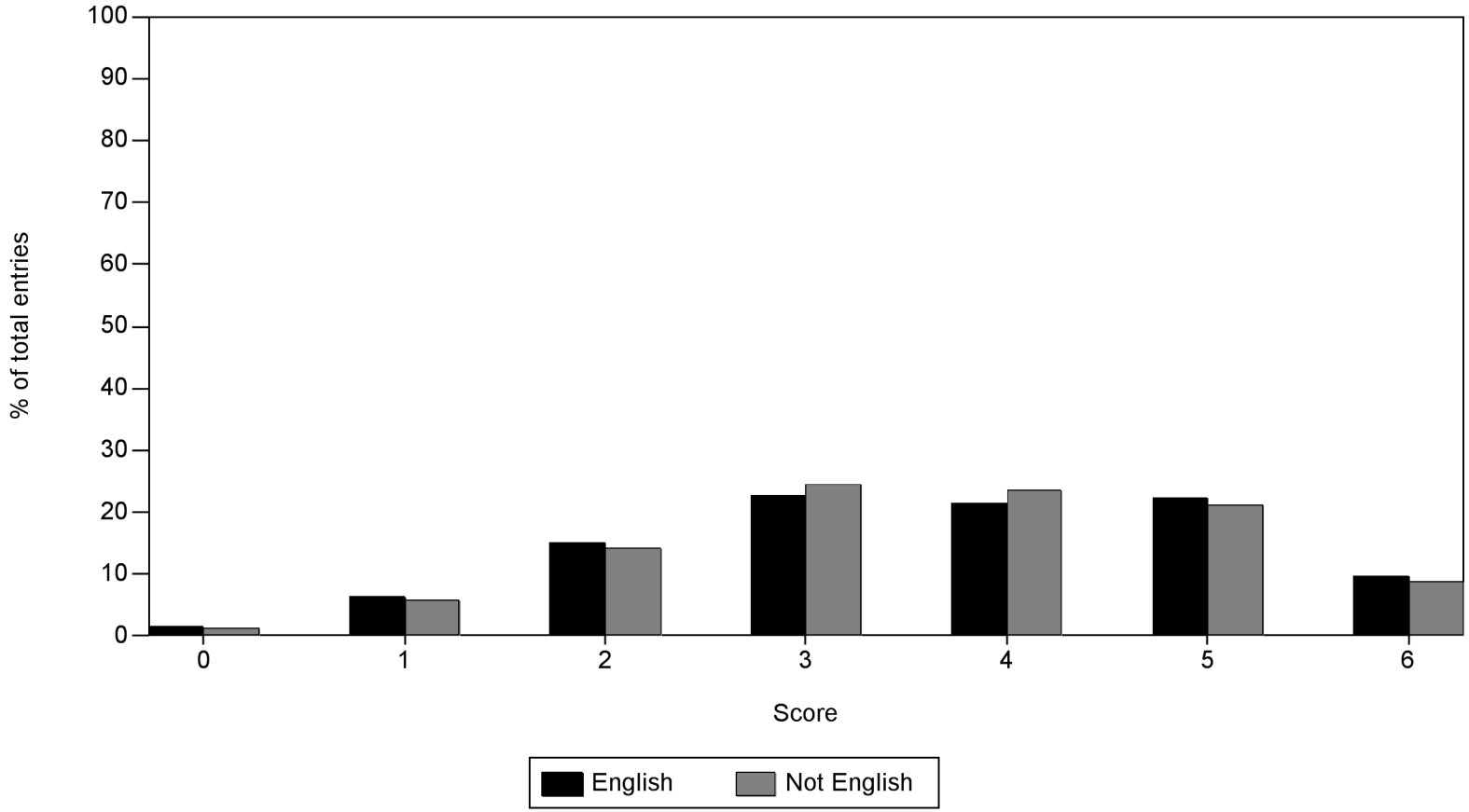
Distribution of Cambridge Secondary 1 Checkpoint Chemistry score by student's first language, showing the cumulative percentage of the number of students at each score.



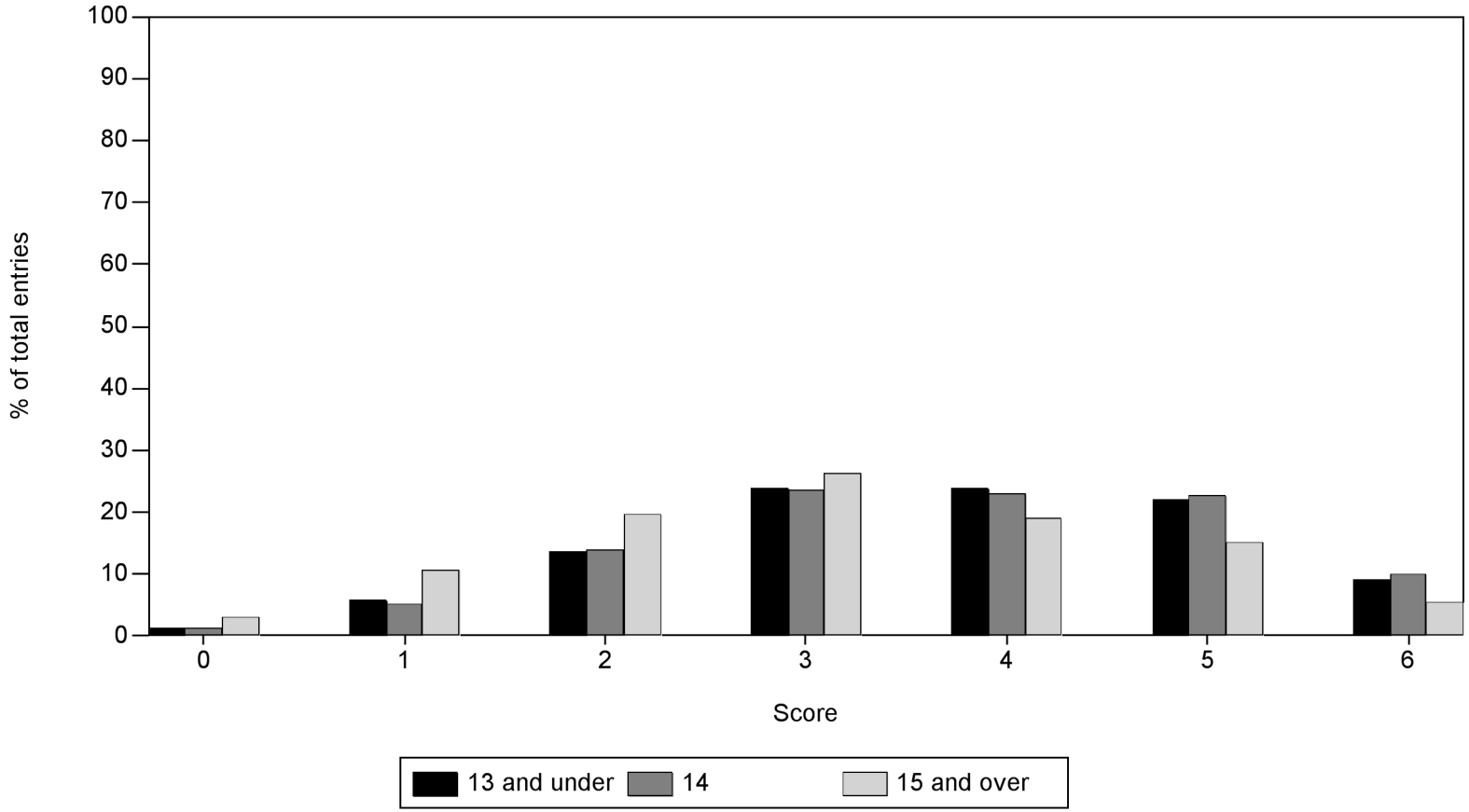
Distribution of Cambridge Secondary 1 Checkpoint Chemistry score by student's age, showing the cumulative percentage of the number of students at each score.



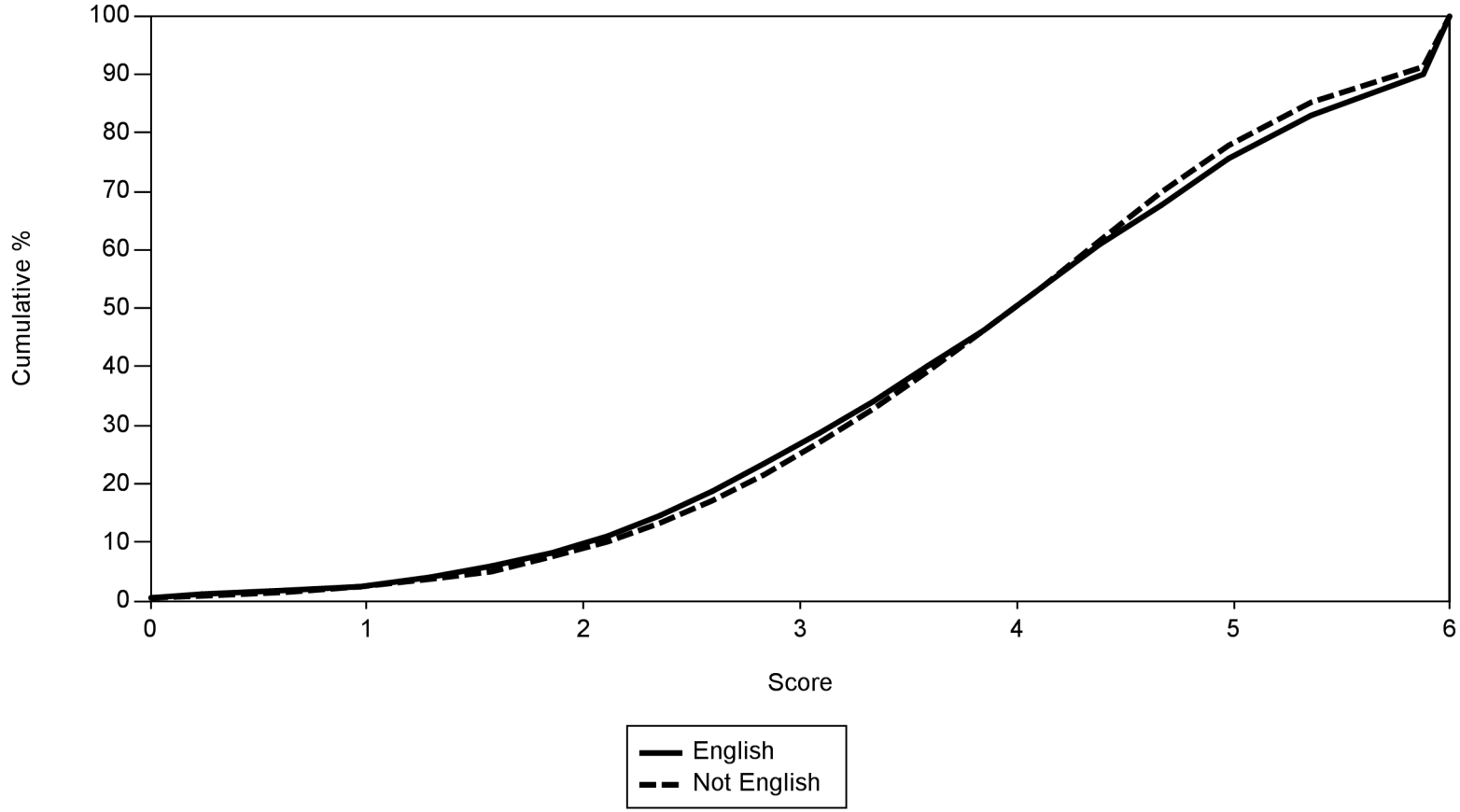
Distribution of Cambridge Secondary 1 Checkpoint Physics score classified by student's first language.



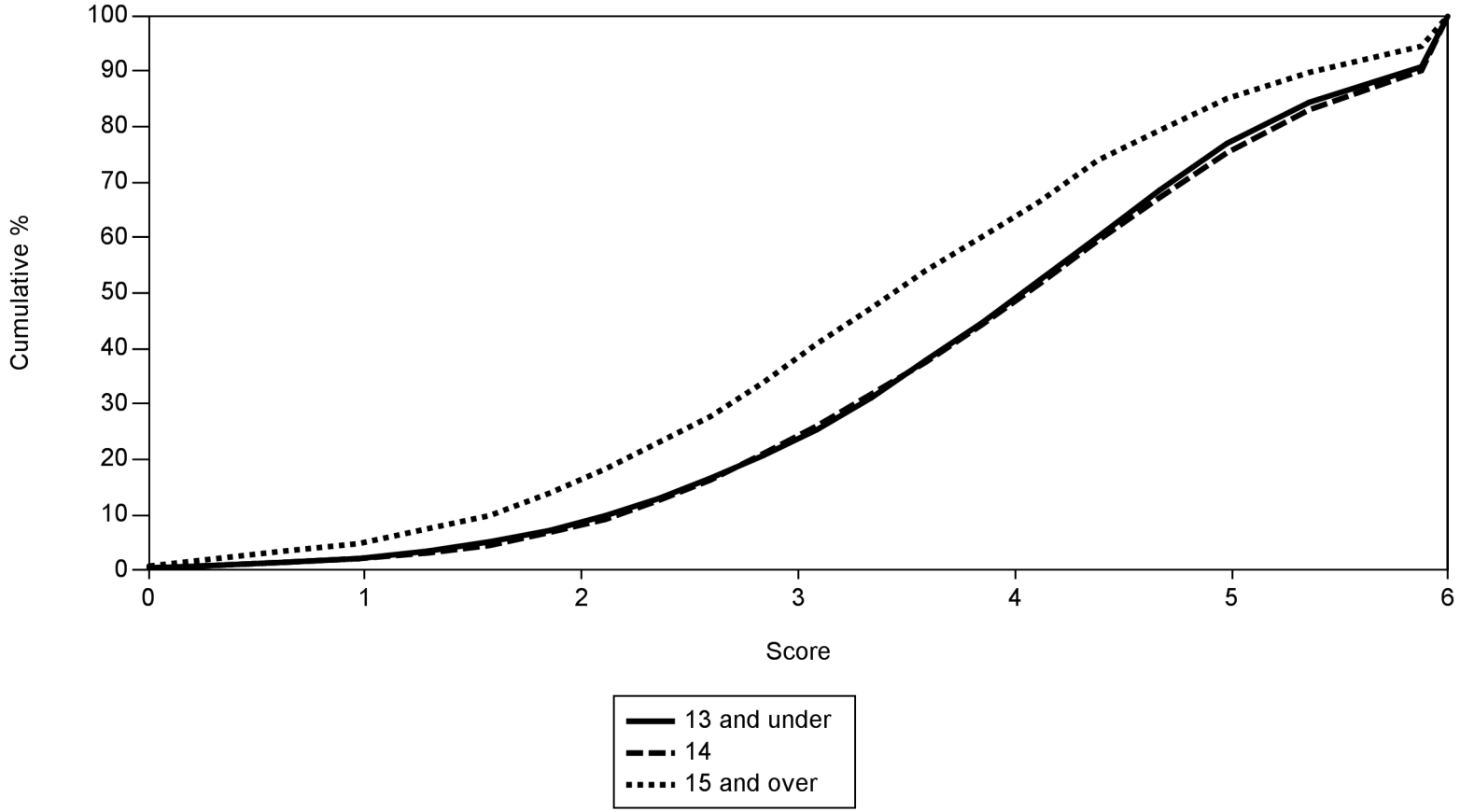
Distribution of Cambridge Secondary 1 Checkpoint Physics score classified by student's age.



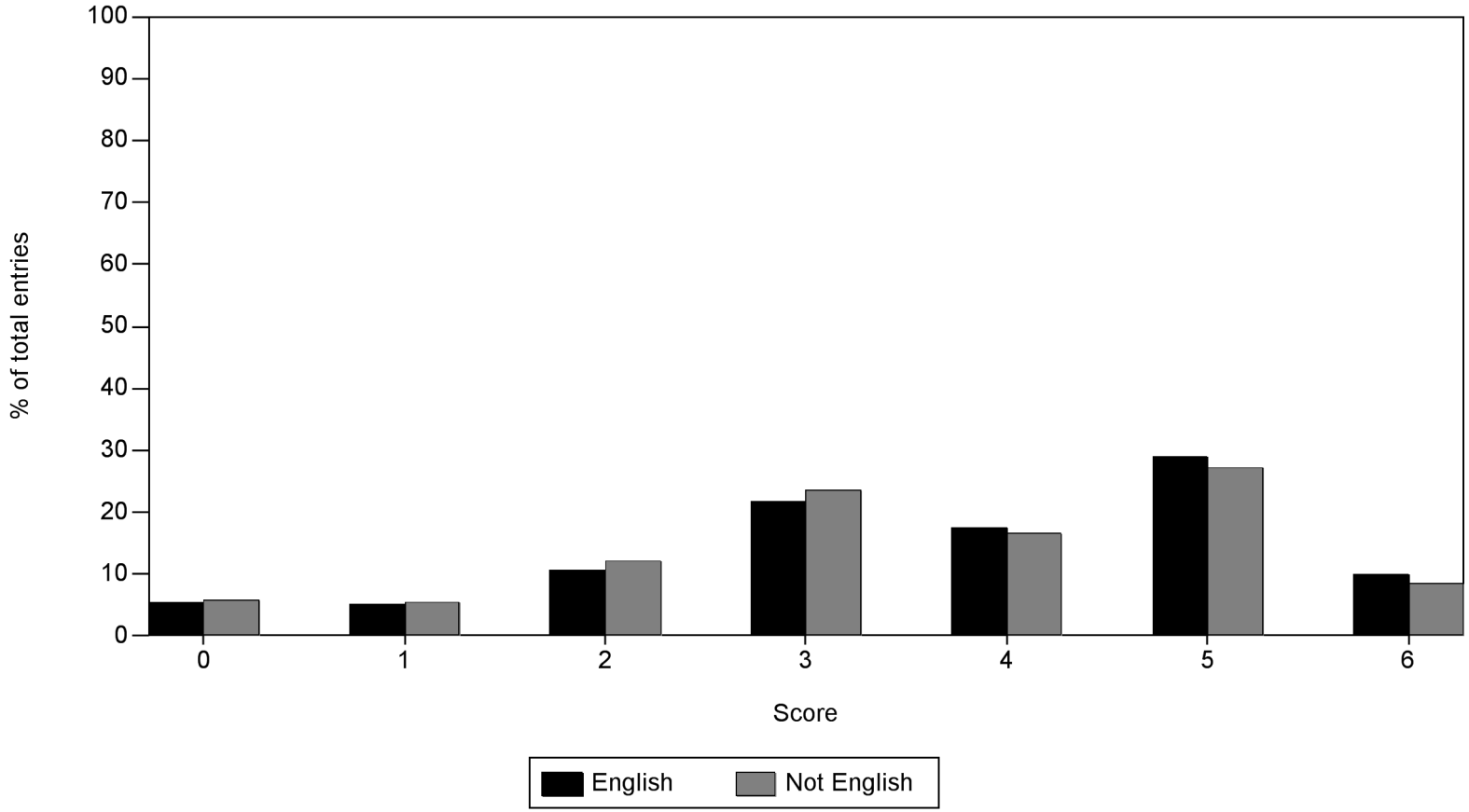
Distribution of Cambridge Secondary 1 Checkpoint Physics score by student's first language, showing the cumulative percentage of the number of students at each score.



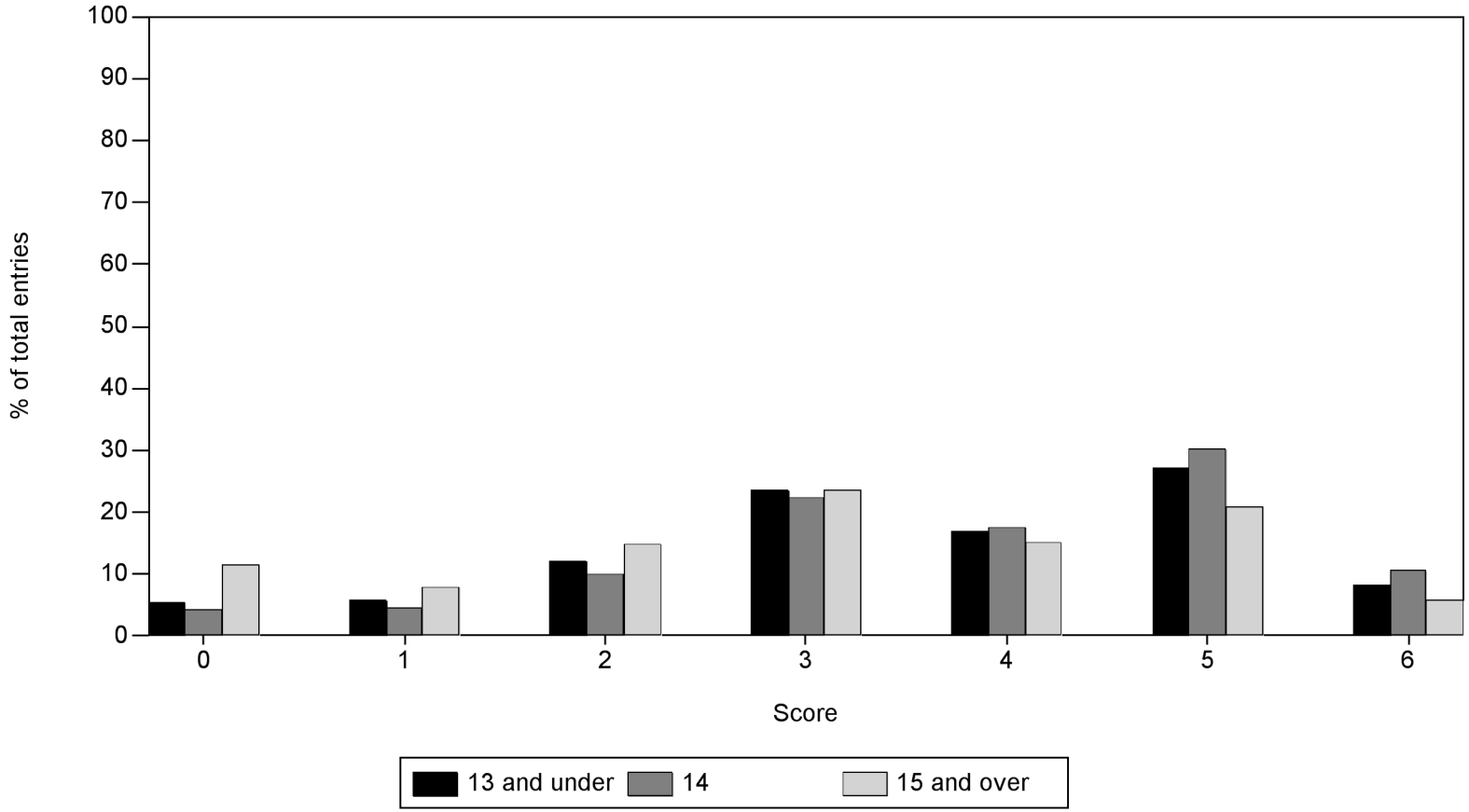
Distribution of Cambridge Secondary 1 Checkpoint Physics score by student's age, showing the cumulative percentage of the number of students at each score.



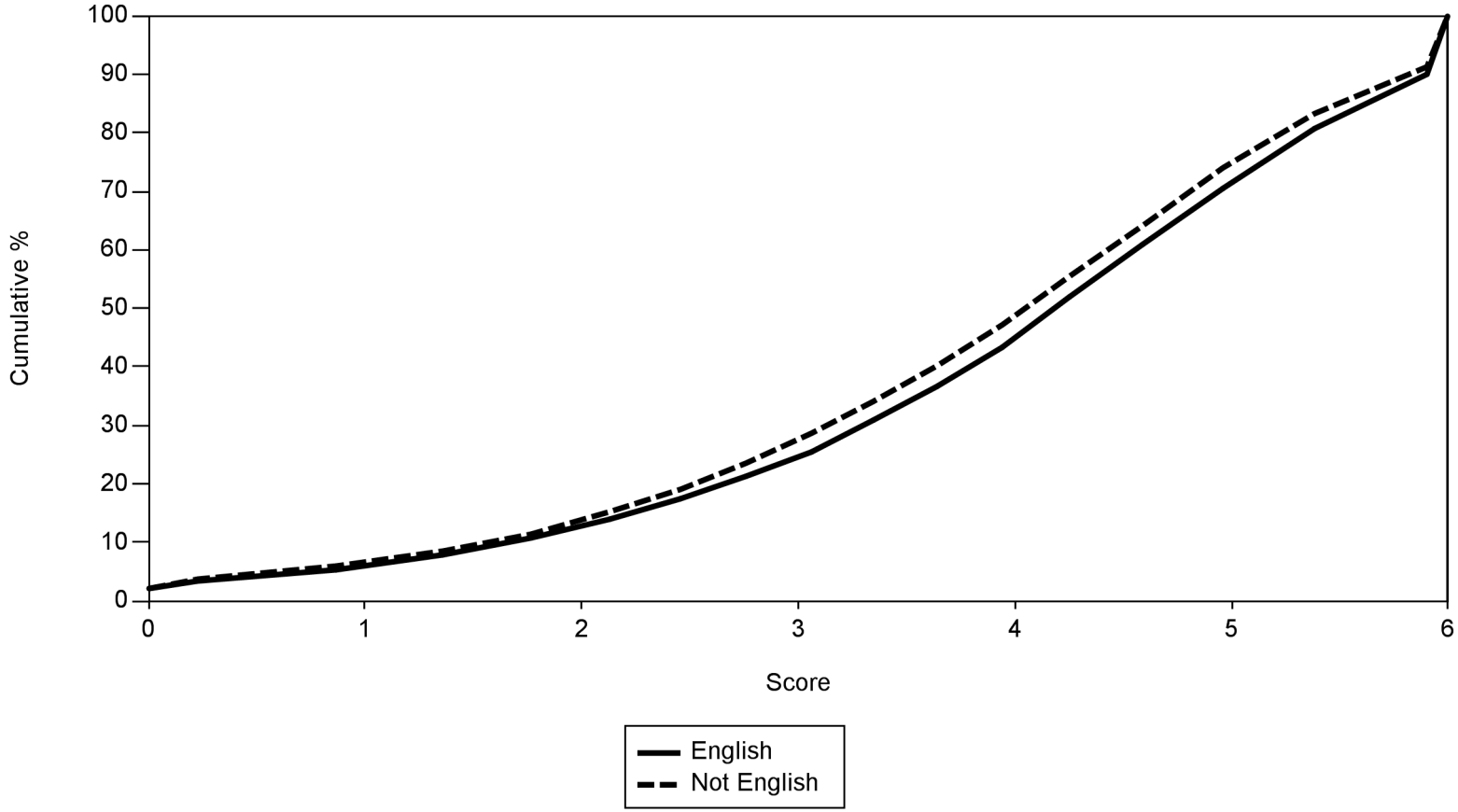
Distribution of Cambridge Secondary 1 Checkpoint Scientific enquiry score classified by student's first language.



Distribution of Cambridge Secondary 1 Checkpoint Scientific enquiry score classified by student's age.



Distribution of Cambridge Secondary 1 Checkpoint Scientific enquiry score by student's first language, showing the cumulative percentage of the number of students at each score.



Distribution of Cambridge Secondary 1 Checkpoint Scientific enquiry score by student's age, showing the cumulative percentage of the number of students at each score.