CAMBRIDGE International Examinations

CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge

Cambridge Secondary 1 Checkpoint

Cambridge Secondary 1 Checkpoint End of Series Report

October 2017

Contents

1. Introduction

The following graphs show how the cohort as a whole performed on the tests in October 2017. The graphs show the results that were awarded to the schools for each subject. An examiner's report is also attached for each subject with a description of performance on individual questions.

The Sample

The table for each subject shows the distribution of ages and native language in the sample of learners using the test.

The Block Tests

The block chart shows the percentage of learners obtaining each of the Checkpoint scale scores for the subject total and for the sub-tests. These can be used to compare a particular Centre's scale scores with those obtained by other centres in the cohort.

The Smooth Curve Graphs

The smooth curve graph allows Centres to pinpoint their relative performance more accurately. The mean Checkpoint score for a Centre can be plotted on the horizontal axis and mapped up to the graph that is most appropriate for them i.e. native or non-native language students or the line representing the correct age group. By mapping from the curved graph to the vertical axis it is then clear what percentage of the cohort achieved a lower or higher scaled score.

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) seeming to present the most difficulty for learners, though questions from the other parts also featured among the most difficult questions.

Part 1

(Questions 1–10)

A ten-gap multiple-choice cloze test, based on text 'Bottlenose Dolphins', required learners to select an appropriate item to fill ten 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 **Question 1** in particular and also **Question 7** seemed more difficult for learners.

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, to carry the intended meaning and also comply with Standard English usage to complete the text.

A lot of the incorrect responses 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. This appears to be an ongoing area for improvement, noted in previous reports.

This series the first word in a sentence (**Question 16** only) was accepted if correct but **not** capitalised; however, in future series correct capitalisation will be insisted upon. Spelling needed to be accurate and the mark scheme did not allow for alternative (incorrect) spellings, though there was more than one acceptable word for **Questions 12**, **14**, **15** and **17**. This part proved to be a good discriminator, though very few learners scored full marks. This part appears to have been slightly more difficult than the April 2017 Reading and Usage Paper, with **Questions 16**, **17** (especially) and **19** producing a high number of incorrect responses. There were just a few cases of learners inserting more than one word into gaps (when this did occur, it was usually for **Question 17**).

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 **Questions 21** and **24** 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 series, 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 response 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 response completely outside the box if necessary. In cases of overwriting or incomplete erasure it was sometimes difficult to see if the learner had written E or F (or occasionally B). However, some improvement in this aspect has been noticed since previous series.

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, with **Questions 26**, **27**, **28** and **29** being amongst the most correctly answered on the paper; **Question 33** appeared to be the most difficult for learners. 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. Many learners scored well.

Part 5

(Questions 36–40)

This task required learners to match the information given about five people's preferences for swimming classes with the most suitable swimming club. 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 36**, and the least successfully answered were **Questions 37**, **38** and **39**. Errors tended to be made when learners were able to match <u>some</u> of the people's requirements but they did not continue to look for the club that matched <u>all</u> the requirements.

Comments made for ***Part 3*** above about the clarity of learner responses also apply to this part. A few learners, though possibly fewer than in previous series, 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 response was clearly written outside the box.

Part 6

(Questions 41–45)

This task comprised multiple-choice questions on a longer text with the title ‘Aiden Kennedy: teenage chef’, which was about a teenage chef.

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 45** the least.

Question 1

Very often incorrect (correct ‘in’); most common incorrect response was ‘of’. The collocation ‘in length’ did not appear to be widely known.

Question 2

A high proportion of the correct answer, ‘extremely’; incorrect responses were divided between the other three choices.

Question 3

Mostly correct, ‘appear’; incorrect responses were divided between the other three choices.

Question 4

A high proportion of the correct answer, ‘shape’; incorrect responses were divided between the other three choices.

Question 5

A high proportion of the correct answer, ‘look’; common incorrect responses were ‘take’ or ‘care’.

Question 6

A high proportion of the correct answer, ‘Although’; common incorrect response was ‘Despite’.

Question 7

Often incorrect (correct, 'certain'); most common incorrect response was 'definite'.

Question 8

Mostly correct, 'could'; most common incorrect response was 'should'.

Question 9

Mostly correct 'communicate'; common incorrect responses were 'contact' or 'attract' (both valid in terms of meaning but only 'communicate' is followed by 'with' as in the text).

Question 10

Mostly correct, 'as'; common incorrect responses were 'like' and 'by'.

Question 11

A high proportion of the correct answer, 'to'; most common incorrect responses were 'you', 'will' and 'I'll'/'I'd'.

Question 12

Very often incorrect. Correct answer, 'on/this'; common incorrect responses were 'in', 'during', 'at' and 'for'.

Question 13

A high proportion of the correct answer, 'with'; common incorrect response was 'at' (probably due to confusion with 'at my sister's', versus 'sister' in text).

Question 14

Mostly correct 'been/stayed/remained' (almost always 'been' when correct); most common incorrect responses were intensifying adverbs before 'fantastic' (e.g. 'totally', 'so', 'very', 'absolutely') as learners failed to recognise the need for a past participle.

Question 15

Mostly correct, 'made/got/found/met', with the most common correct answer being 'got'; incorrect responses included 'make', 'get', 'find' and 'meet', which were correct lexical choices but suggested that learners lacked knowledge of past participles. Taken with the responses to **Question 14**, this suggests that school lessons may need more focus on the present perfect tense.

Question 16

Often incorrect (correct, 'There'); many learners attempted a singular pronoun ('It', 'He' 'This' and 'That' appeared regularly). 'There is/are' may require more focus in lessons.

Question 17

A very high proportion of incorrect responses and this was one of the least well answered questions on the paper (correct, 'my/your/our'); 'same' was by far the most common incorrect response and 'different' also appeared regularly. A difficult question as 'of my age' may seem more logical to learners and sometimes 'of my' did appear but was disallowed as one word only is permitted.

Question 18

A very high proportion of the correct answer, 'as', one of the best answered questions on the paper; learners appear very familiar with 'such as'.

Question 19

Very often incorrect (correct, 'forward'); most common incorrect response was 'for' and quite often the misspelling 'foward' appeared.

Question 20

Mostly correct, 'let'; most common incorrect response was 'tell' (as learners overlooked the word 'know' in the sentence: 'let me know all about...').

Question 21

Mostly correct, 'C'; most common incorrect was 'A' (both 'A' and the preceding text had 'book').

Question 22

Mostly correct, ‘E’; most common incorrect responses were ‘C’ and ‘H’.

Question 23

A high proportion of the correct answer, ‘F’; most common incorrect responses were ‘B’ and ‘D’.

Question 24

Often incorrect (correct, ‘B’), by far the most common incorrect response was ‘D’ (‘artists’ appears both in ‘D’ and in the following sentence).

Question 25

A very high proportion of correct answers, ‘A’; learners are clearly familiar with the response ‘You’re welcome’ in reply to ‘Thanks’ and this was one of the best answered questions on the paper. The very few incorrect responses were divided between ‘B’ and ‘C’.

Question 26

A very high proportion of correct answers, ‘A’ and this was one of the best answered questions on the paper; there was no most common incorrect response.

Question 27

A very high proportion of correct answers, ‘C’ and this was also one of the best answered questions on the paper; most common incorrect response was ‘B’.

Question 28

A very high proportion of the correct answer, ‘B’, again one of the best answered questions on the paper; most common incorrect response was ’A’.

Question 29

A high proportion of the correct answer, ‘A’; incorrect response were divided between ‘B’ and ’C’.

Question 30

Mostly correct, ‘B’; incorrect responses were divided between ‘A’ and ’C’.

Question 31

Often incorrect (correct, ‘C’); most common incorrect response was ‘B’. A problem here appeared to be that a lot of learners did not know that ‘one day’s notice’ in text equated to ‘let...know in advance’ in ‘C’ and wrongly equated ‘Teachers available’ in text with ‘must be a teacher present’ in ‘B’.

Question 32

Mostly correct, ‘B’; most common incorrect response was ‘A’.

Question 33

A lot of incorrect responses (mainly ‘B’); correct ‘C’. The many learners who chose ‘B’ recognised that there was a problem with the lift but not that ‘out of order’ indicated that customers would not try to use it. This was a difficult question.

Question 34

A lot of incorrect responses (mainly ‘B’); correct ‘A’. By far most common incorrect response was ‘B’.

Question 35

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

Question 36

Mostly correct, ‘G’ and by far the best answered question in Part 5.

Question 37

Very often incorrect (correct, ‘F’); most common incorrect responses were ‘B’, ‘D’ and ‘E’.

Question 38

A high proportion of incorrect responses (by far the most common was ‘C’); correct ‘A’.

Question 39

A high proportion of incorrect responses (correct ‘D’); by far the most common incorrect was ‘F’.

Question 40

Mostly correct ‘H’.

Question 41

A very high proportion of correct answers, ‘A’.

Question 42

A lot of incorrect responses (mainly ‘B’); correct response was ‘D’.

Question 43

A very high proportion and one of the least well answered questions on the paper; correct ‘C’. ‘D’ appears to be a ‘common sense’ response if the key sentence is not properly understood.

Question 44

Mostly correct, ‘A’; by far the most common incorrect response was ‘B’.

Question 45

A very high proportion of incorrect responses, divided between ‘A’ and ‘C’ (one of the least well answered questions on the paper); correct ‘B’. ‘A’ is another ‘common sense’ incorrect response as there is usually initial difficulty in starting a new hobby, but Aiden does not actually say so. This was a very difficult question.

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

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

General comments

The paper worked reasonably well and Examiners mentioned that they had seen work from the full range of learner abilities. Learners were able to respond well to both **Questions 6** and **7** and most learners were able to score some marks on the sentence transformations (**Questions 1–5**). Examiners reported that the overall standard of responses appeared to be mixed, and that although **Questions 6** and **7** enabled even the weaker learners to respond in some detail, many learners, including some stronger ones, found the transformation questions quite challenging. Examiners felt that **Questions 1–5** were more difficult in this series.

Question 1

This question caused difficulty with many learners giving 'let her to watch' as their response. There was also evidence of uncertainty about which form of the verb to use and misspellings of 'watch'. Learners should be advised that correct spelling is essential in the transformation questions.

Question 2

This question was generally answered more successfully but common wrong responses included 'go' (without 'to'), 'went' and 'stayed'.

Question 3

This proved to be challenging for learners as they had to give a word of opposite meaning to 'cheap' and also use the comparative form. Learners should be reminded that the response which they give must be as close as possible to the original meaning.

Question 4

This was quite well answered but proved to be a good discriminator. Stronger learners were able to give the correct form of the verb, either present simple or continuous.

Question 5

Examiners felt that this was challenging for learners: common wrong responses included ‘all of the’, ‘most of the’ and ‘and almost’. Examiners accepted ‘every single’ as an alternative answer.

Examiners noted that the range of transformation questions was good but that learners had to supply a lot of grammar themselves as well as vocabulary (as in **Question 3**).

Question 6

To achieve full marks for the Content of the response it was necessary to identify three separate points: where the learner is staying, what they did on the previous day and a suggestion to look at holiday photographs online. Some learners were able to do this and cover the points quite succinctly, but there were many instances where the learners were unable to distinguish between the different tenses which needed to be used. There were many examples of holidays which had already taken place and even some which were to take place in the future and the tenses were often confused. This resulted in a loss of marks for Communicative Achievement. The first and second bullet points were dealt with successfully by most learners. The third bullet point was not always dealt with clearly and this often meant that the Content mark was reduced to four.

Examiners reported that again many of the responses were lengthy and full of interesting details but often strayed from the task. Responses which scored good marks were often more succinct and dealt with each task point clearly and concisely. Centres should remind learners that this is a short exercise and it is advisable to keep closer to the recommended word limit thus allowing more time for **Question 7**, which is worth up to 20 marks out of the total of 35 for this paper. They should focus on clearly covering all three points rather than producing lengthy responses which are overdeveloped. **Question 7** is where learners should develop their ideas more fully.

Question 7

The topic for this question was accessible to nearly all of the learners and Examiners remarked that the use of a story was preferable to a discursive essay. It was possible for the writer to be an onlooker, a participant or a commentator so a wide range of approach was possible. The Examiners reported seeing a variety of competitions, for example cooking, sports, acting, spelling bees, public speaking and mathematics.

Stronger learners were able to use many examples of relevant and detailed vocabulary and most learners wrote with enthusiasm for the topic. Stronger learners were able to write a well-planned linear narrative and many used personal experience.

Weaker learners often became too ambitious, however, and this led to a range of basic grammatical errors. Some chose to change from a third person to first person response. It was also noticed that learners confused ‘she’ and ‘he’ and seemed, in some cases, to use these pronouns at random. A few learners confused ‘competition’ with ‘exam’.

Stronger learners were able to write a well-planned linear narrative and many used personal experience which gave rise to good vocabulary.

More than half of the marks for this paper are given to **Question 7** and to achieve good marks it is essential that learners think carefully before they write and plan their responses. There were many examples of almost illegible scripts due to multiple crossings out. On one script the learner had written the story in pencil and then written over the top, but this made it very difficult to clearly read the text they had written. Centres should encourage learners to do a note form plan and then to write the essay. Learners 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. One fundamental requirement is that learners have mastered the simple past tense and this was not always evident.

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

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 responses increased later on in the test, especially in ***Part 5*** and ***Part 6***.

The comments below regarding problems in deciphering some learners' intended responses also apply to Paper 1 Reading and Usage. Learners should remember that each multiple choice question must have only one response indicated; in a few cases two responses were circled (though this seemed to be less common than in past series), so the item was marked as incorrect. If learners wish to change a response 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 response 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 responses and they did not always appear to be entirely effective in erasing responses written in pen; unless the correction was very boldly written, the resulting lack of clarity sometimes made it difficult to decide what the intended response was, though benefit of doubt was given whenever possible; again, though, this problem appears to be becoming less common than in past series. Centres should tell their learners not to use erasable pens but to cross out any responses they do not want to keep.

A similar problem found in a number of responses was that in ***Part 5***, learners wrote over a response to correct it but in a small number of cases the resulting response 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** only. With the exception of **Questions 24** and **25**, 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 responses to **Questions 1**, **2** and **10** were often incorrect.

Part 3

(Questions 11–15)

This task involved short monologues/dialogues, which many learners found more difficult. **Question 12** was the most correctly answered and **Question 15** the least so.

Part 4

(Questions 16–20)

This involved multiple-choice questions based on a longer dialogue which was an interview with a man who works in a science museum as an expert on fish. **Question 19** was answered most successfully and **Question 20** least successfully.

Part 5

(Questions 21–25)

In this task learners had to fill in five missing words to complete the information sheet about a sailing course. **Questions 24** and **25** were answered most successfully; **Question 21** was the least well answered.

Part 6

(Questions 26–30)

This task comprised five questions based on an extended interview with a girl who is a teenage fashion designer. Despite the increased complexity of language and greater skills in inference demanded, overall learners appeared a little more successful than in some previous series. **Question 26** was usually answered correctly, even by weaker learners. **Questions 28** and **29** were the least successfully answered.

Question 1

A very high proportion of incorrect responses, ‘A’ (almost always); correct response was ‘C’. The distractor in ‘A’, ‘basketball team’, was probably so compelling as it was right at the end of the recording so stayed in the short term memory. This was one of the most incorrectly answered questions on the paper.

Question 2

A high proportion of incorrect responses, ‘B’; correct ‘C’. Once again, the distractor in ‘B’, ‘hotel’, is the last of the three locations on the recording and that may account for some of the incorrect responses.

Question 3

Mostly correct, ‘C’; incorrect divided between ‘A’ and ‘B’.

Question 4

A high proportion correct, ‘B’; most common incorrect response was ‘A’.

Question 5

A very high proportion correct, ‘B; most common incorrect response was ‘A’.

Question 6

Mostly correct, ‘B’; most common incorrect response was ‘A’.

Question 7

A high proportion of the correct answer, ‘C’; incorrect responses were divided between ‘A’ and ‘B’.

Question 8

Mostly correct, ‘A’; most common incorrect response was ‘B’.

Question 9

A very high proportion of incorrect responses, 'B'; correct 'C'. This was one of the least successfully answered questions on the paper. The most common incorrect response was 'B'. 'B' ('butterflies') and 'C' ('ants') appear very close together in the recording but 'butterflies', being longer, is possibly a more memorable word than the monosyllabic 'ants'.

Question 10

Mostly correct, 'B'; 'C' was by far the most common incorrect response, with 'A' very rarely chosen.

Question 11

Mostly correct, 'A'; incorrect responses were divided between 'B' and 'C'.

Question 12

A very high proportion of the correct answer, 'C'; incorrect responses were divided between 'A' and 'B'. This was one of the most successfully answered questions on the paper.

Question 13

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

Question 14

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

Question 15

A very high proportion of incorrect responses, 'C'; correct 'A'. This was one of the least successfully answered questions on the paper. A considerable degree of inference was needed to identify the correct answer and part of the clue was in the enthusiastic and persuasive intonation, which many learners appear to have missed.

Question 16

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

Question 17

A very high proportion of incorrect responses, mainly 'C'; correct 'A'. To obtain the correct answer inference was needed that 'every day's different' equates to 'having a lot of variety'.

Question 18

Mostly correct 'A'; by far the most common incorrect response was 'B'.

Question 19

A high proportion of the correct answer, 'B'; incorrect responses divided between 'A' and 'C'.

Question 20

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

Question 21

A very high proportion of incorrect responses and this was one of the least successfully answered questions on the paper. The correct response was 'sun(-)cream/suncream/sun(-)screen/sunscreen/sunblock/sun(-)block'. Many learners chose a word from the list of distractors in the vicinity of the correct answer, e.g. 'boat(s)', 'sailing (equipment)'; 'submarine' often appeared: although not on the recording, learners unfamiliar with 'suncream' may well have mapped the sounds onto a word they did know and so they may have thought they heard 'submarine'; there were also numerous misspellings of a correct answer, often caused by confusion between the letters 'm' and 'n', e.g. 'sunscream', 'sunscreem', 'suncrean'.

Question 22

A lot of incorrect responses (correct was 'money'); the most common incorrect responses were variations of the distractor: 'mobile phones', 'mobiles' and 'phones'.

Question 23

A lot of incorrect responses (correct was 'lake'); often times of day in the vicinity of the correct answer were given as an incorrect response (e.g.' 2.30', '7 o'clock', '1.00', 'afternoon', 'midday') and 'dining hall' (distractor) appeared fairly often, as did 'next to the lake', which was the correct idea but did not fit into the sentence to follow 'by'.

Question 24

Mostly correct answer, 'AQRLY' (capital or lower case letters, or a mixture, were accepted). Incorrect responses included the omission of a letter (usually 'R'), 'Q' sometimes appearing as 'K', 'I' written for 'Y', 'A' written for 'R' (occasionally) and there was sometimes an intrusive 'U' after 'Q' (probably due to the pronunciation of 'Q' (/kj**u**:/).

Recognition by learners of the sounds of individual letters may be an area for additional focus in lessons.

Question 25

A high proportion of correct answers, 04722368095 (telephone number). Incorrect responses tended to add an extra digit or omit one or more of them.

Question 26

Mostly correct, 'A'; incorrect responses were divided between 'B' and 'C'.

Question 27

Mostly correct, 'B'; most common incorrect response was 'A'. Learners who chose 'A' heard correctly that she loved drawing, but 'drawing clothes' was not mentioned.

Question 28

A high proportion of incorrect responses, 'A' (extremely common); correct was 'C'. Learners who chose 'A' heard that she liked to find 'imaginative ways' to use it but confused this with the 'unusual way' in 'A'; a difficult question.

Question 29

A high proportion of incorrect responses, usually 'C'; correct answer was 'A'.

Question 30

Mostly correct, ‘B’; most common incorrect response was ‘A’.

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

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

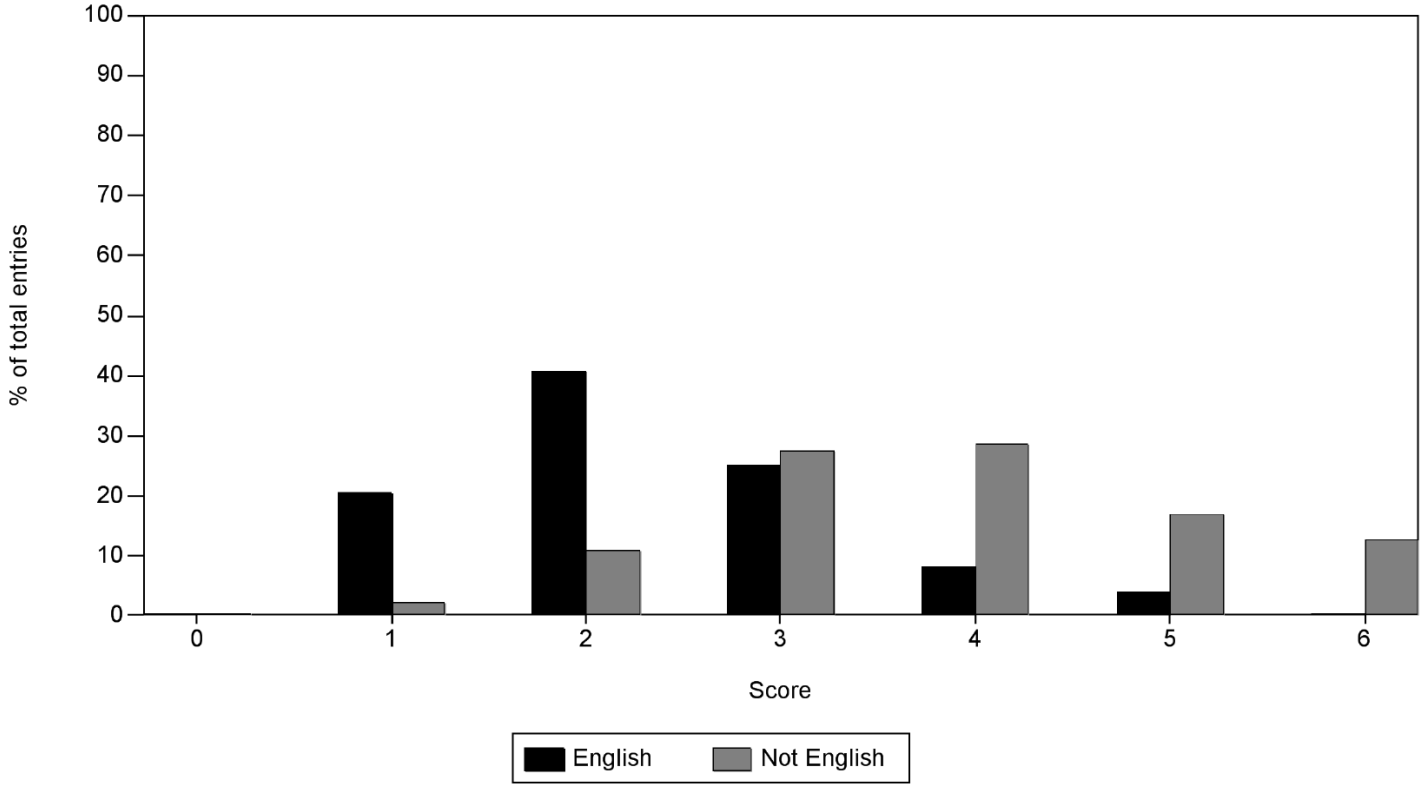
		Percentage of total entry	Average total score	Average Listening score	Average Reading score	Average Usage score	Average Writing score
Age in years	**First Language**						
13 and under	Not English	12.2	4.4	4.4	4.3	4.6	4.4
13 and under	English	0.2	2.9	2.7	3.2	2.9	2.9
13 and under	All	12.3	4.4	4.4	4.2	4.5	4.4
Age in years	**First Language**						
14	Not English	73.8	4.3	4.3	4.2	4.2	4.4
14	English	3.4	2.8	2.7	2.8	2.5	3.0
14	All	77.2	4.2	4.2	4.2	4.2	4.3
Age in years	**First Language**						
15 and over	Not English	9.2	3.9	3.9	3.8	3.9	4.0
15 and over	English	1.2	2.9	2.8	3.1	2.8	2.9
15 and over	All	10.4	3.8	3.8	3.7	3.7	3.9
Age in years	**First Language**						
All	Not English	95.2	4.2	4.2	4.2	4.2	4.3
All	English	4.8	2.8	2.7	2.9	2.6	3.0
All	All	100.0	4.2	4.2	4.1	4.2	4.3

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

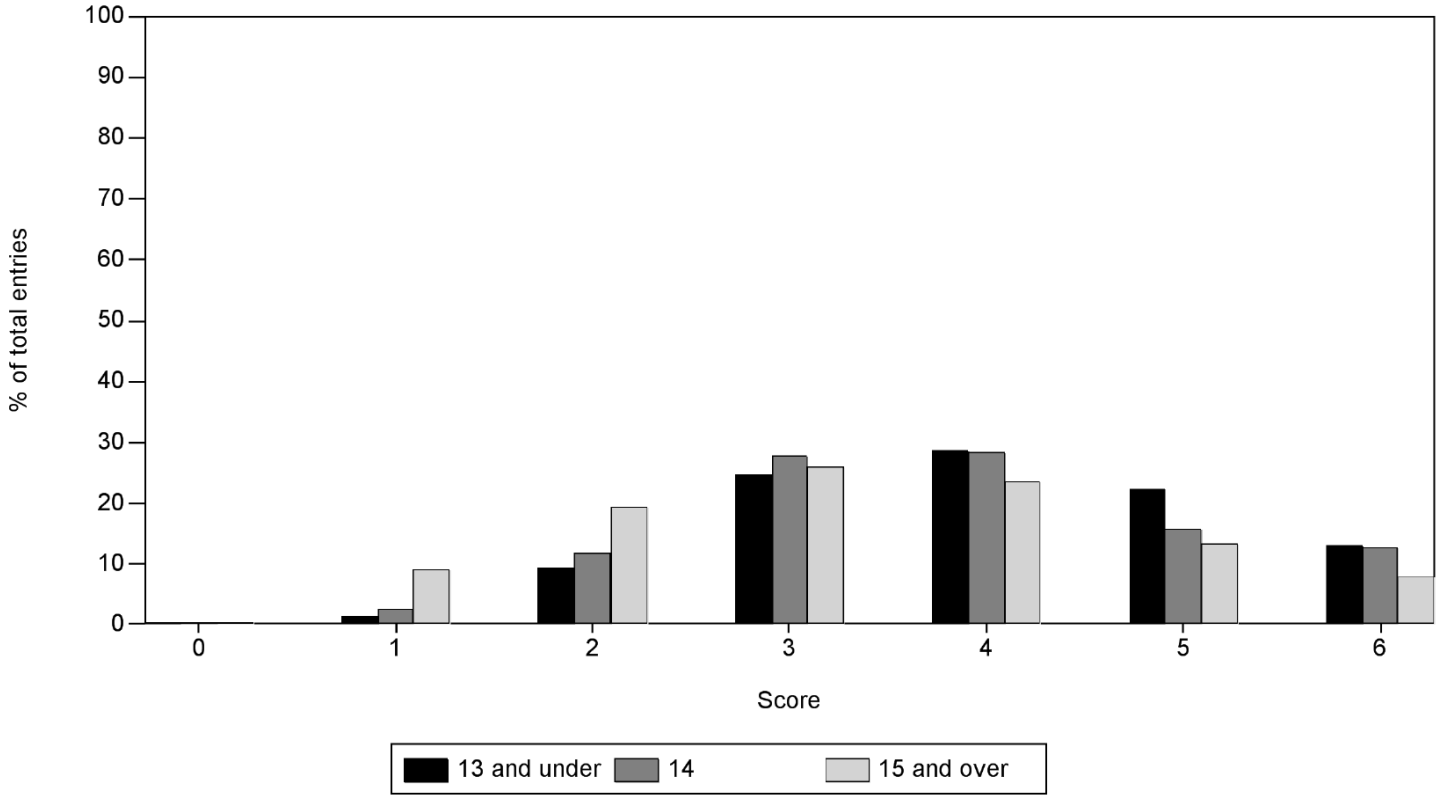
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value 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.

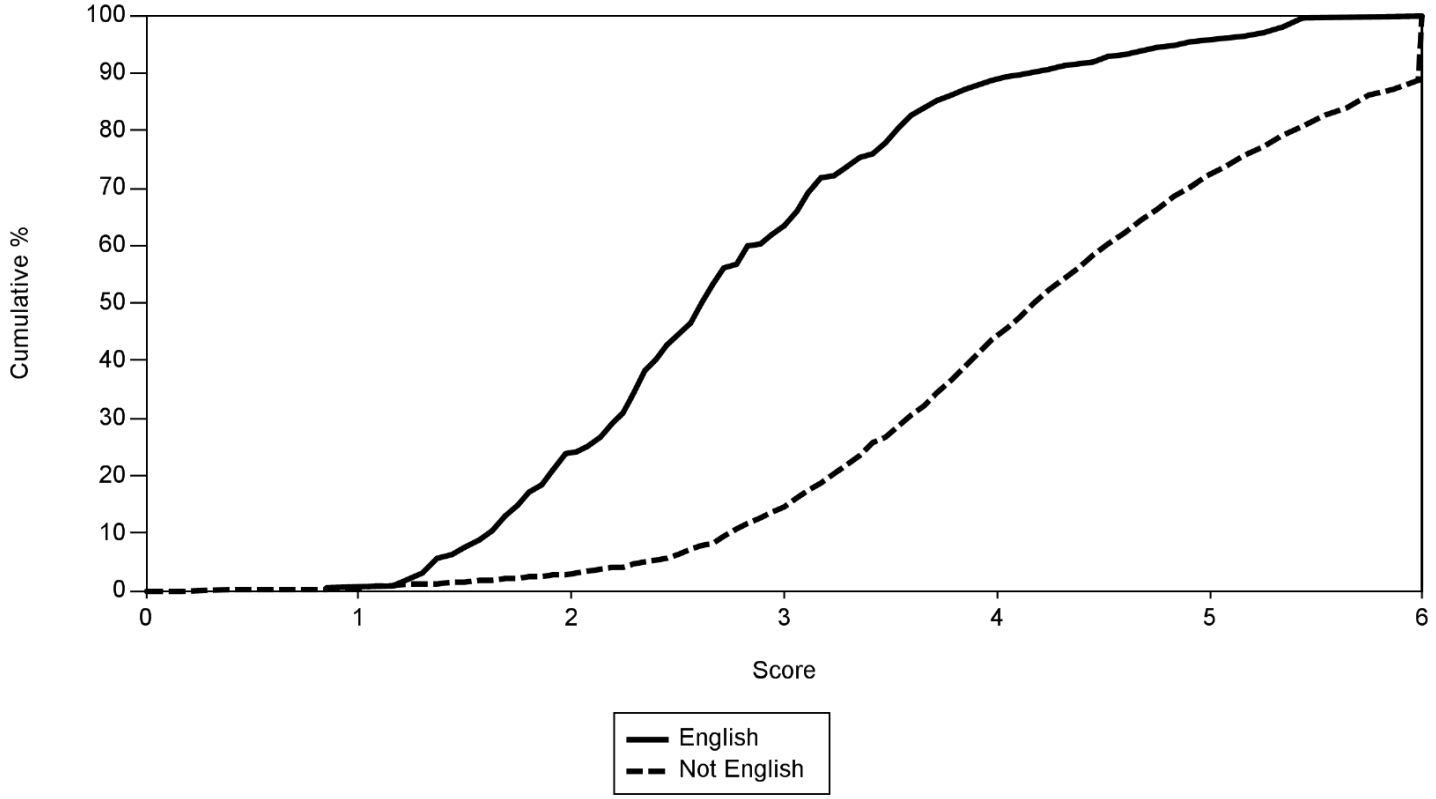
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language classified by student's first language.



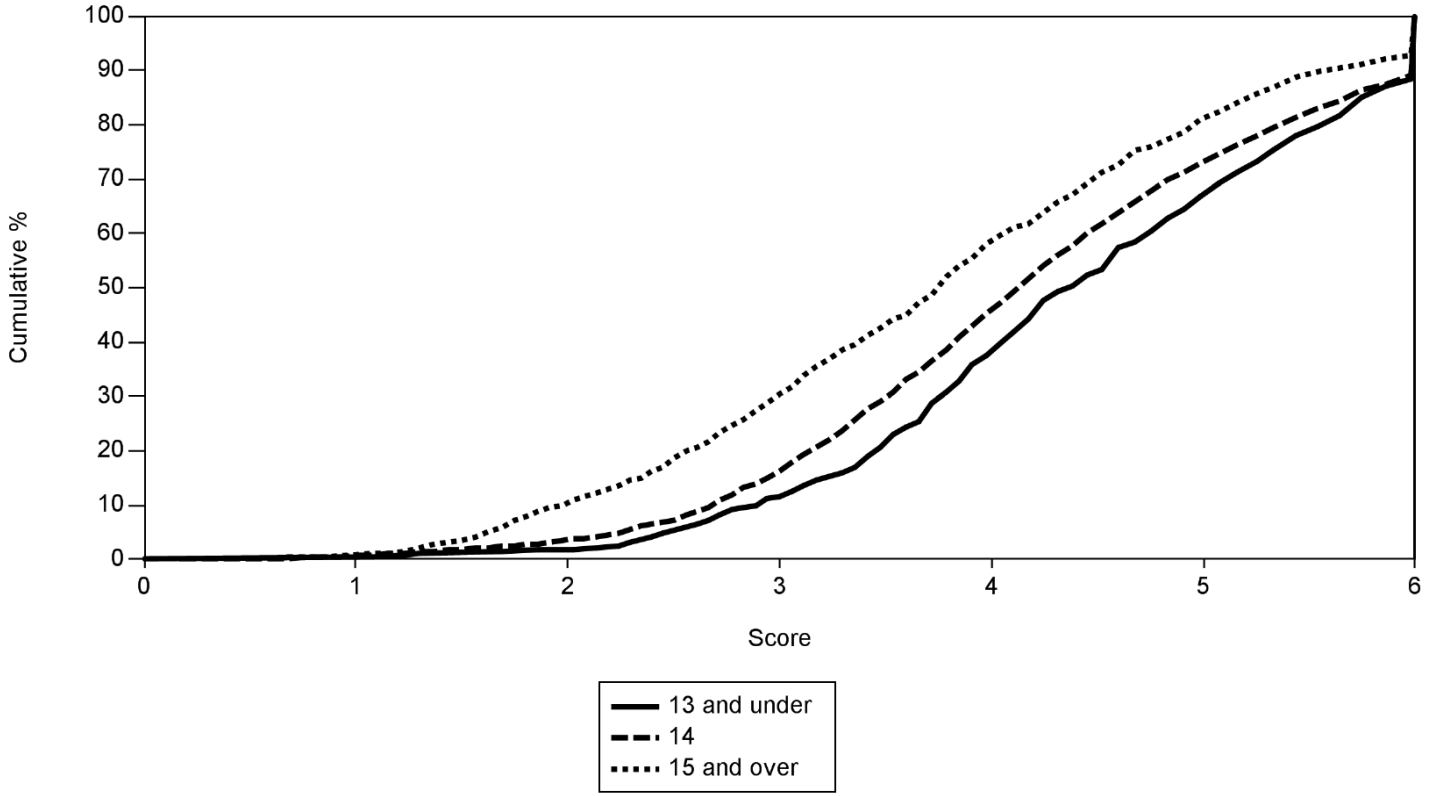
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language classified by student's age.



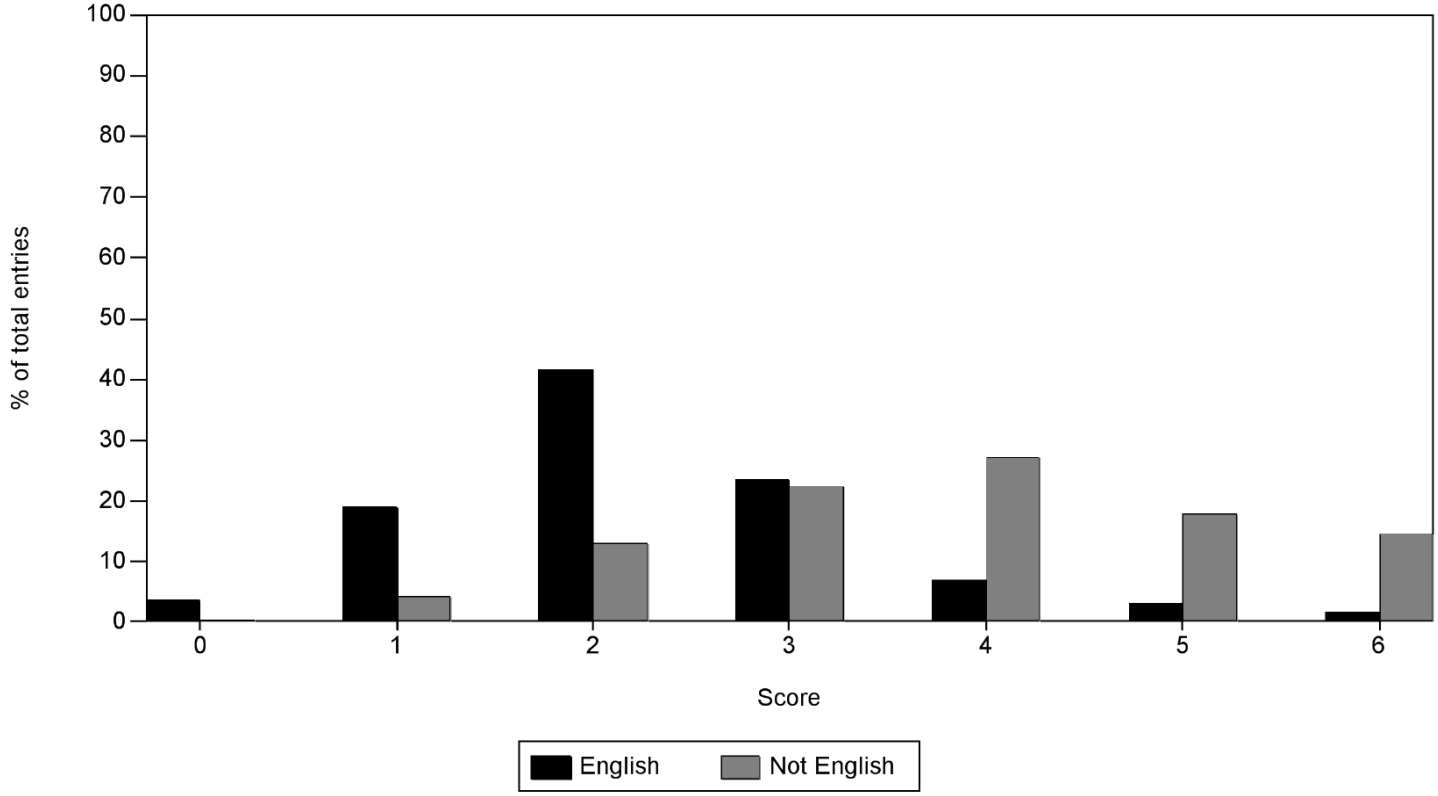
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language by student's first language, showing the cumulative percentage of the number of students at each score.



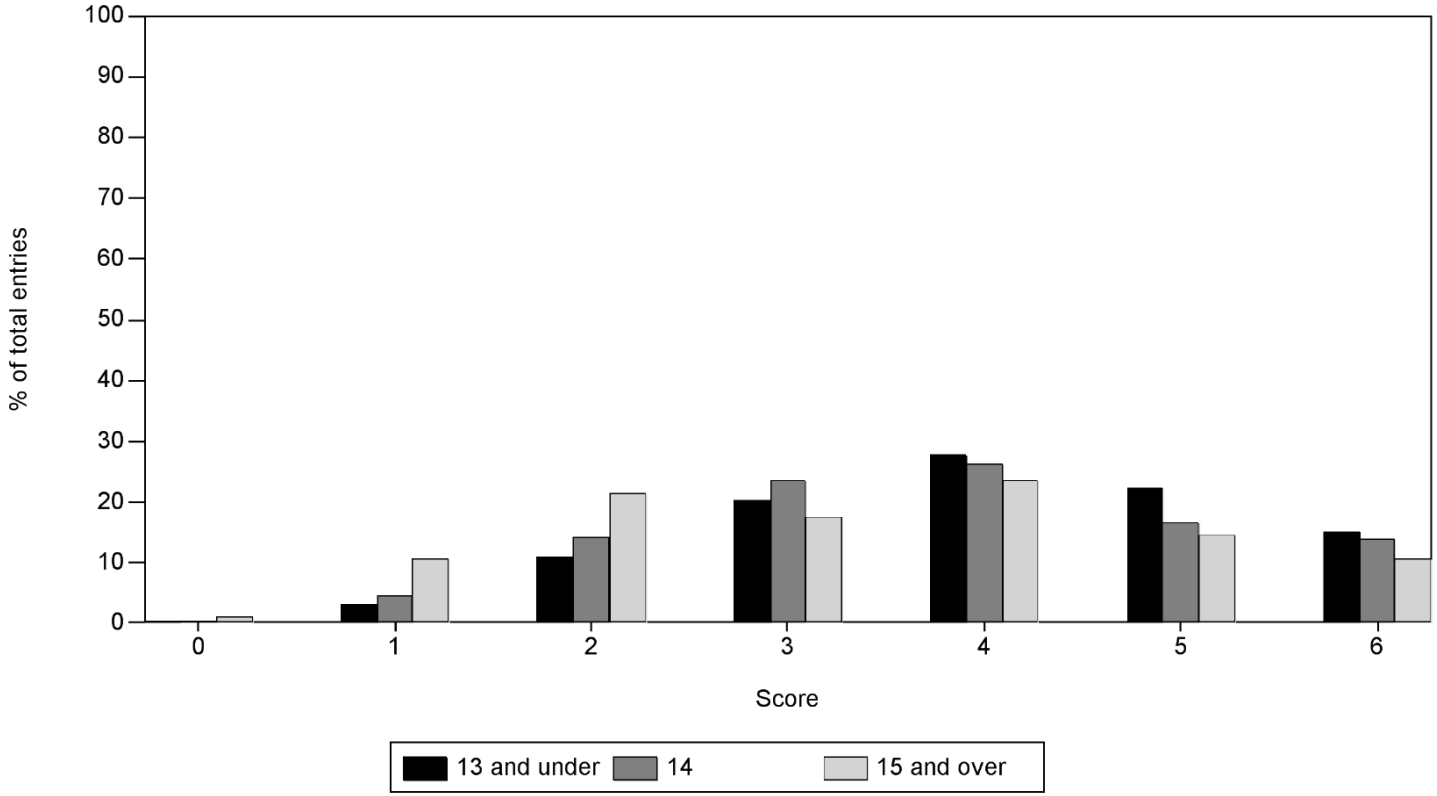
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language by student's age, showing the cumulative percentage of the number of students at each score.



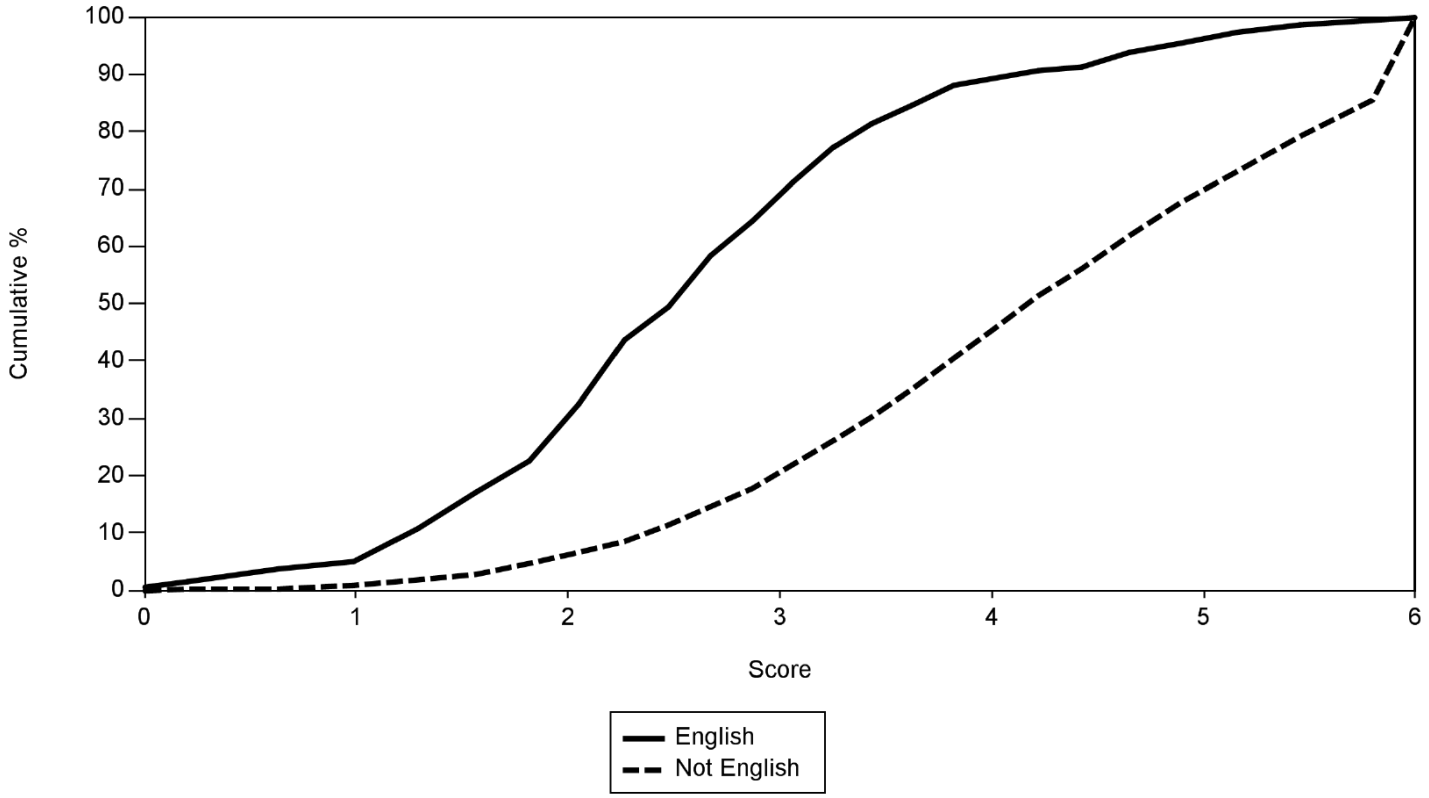
Distribution of Cambridge Secondary 1 Checkpoint Listening score classified by student's first language.



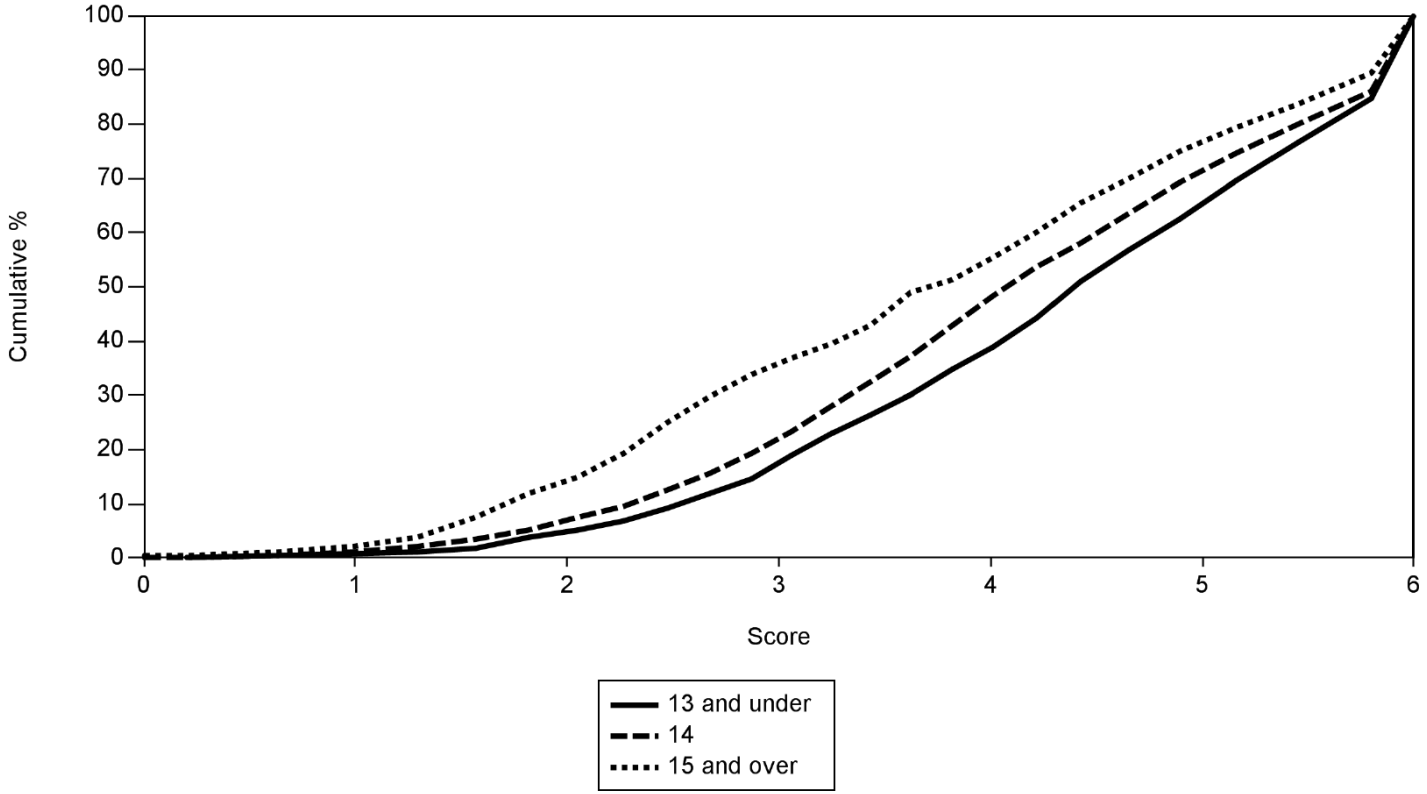
Distribution of Cambridge Secondary 1 Checkpoint Listening score classified by student's age.



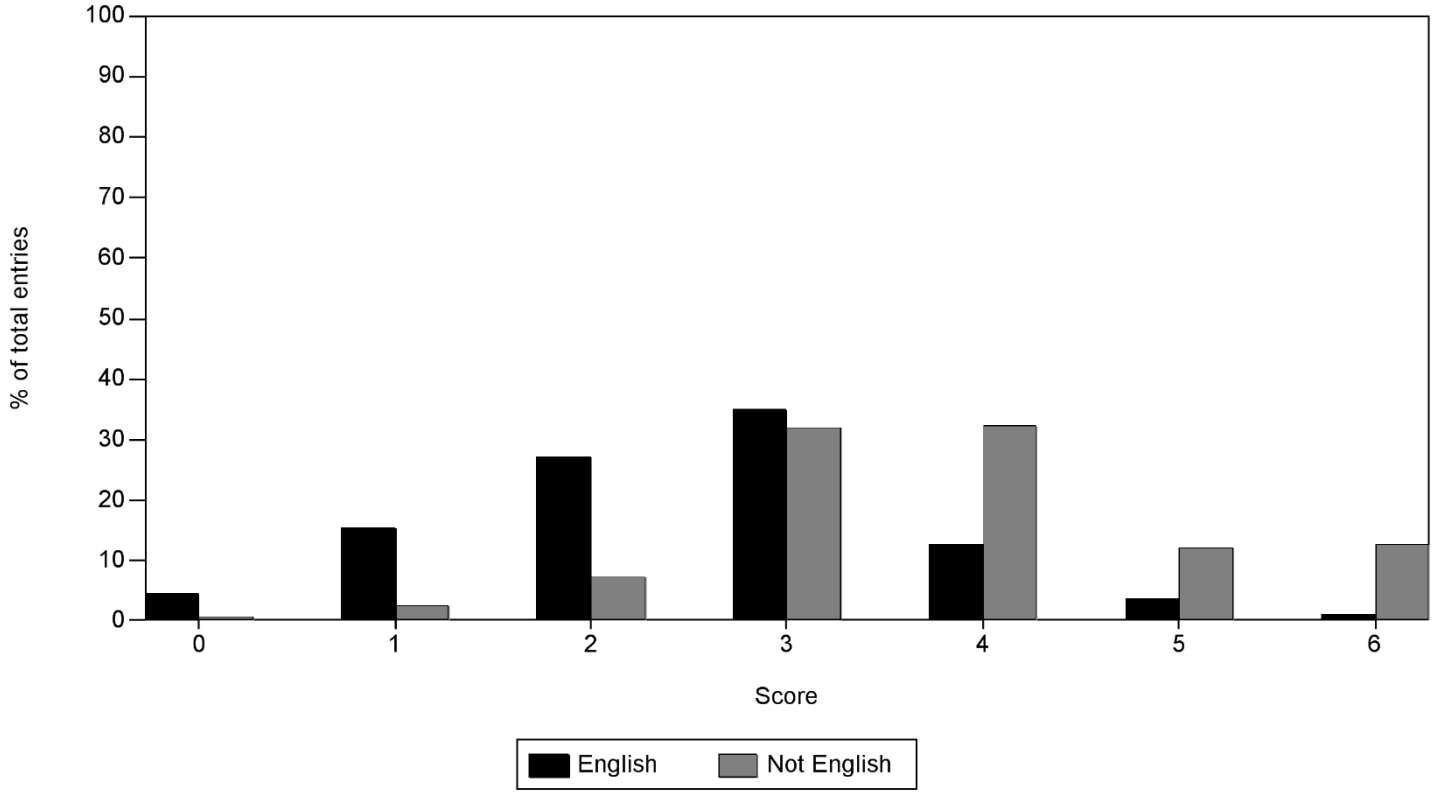
Distribution of Cambridge Secondary 1 Checkpoint Listening score by student's first language, showing the cumulative percentage of the number of students at each score.



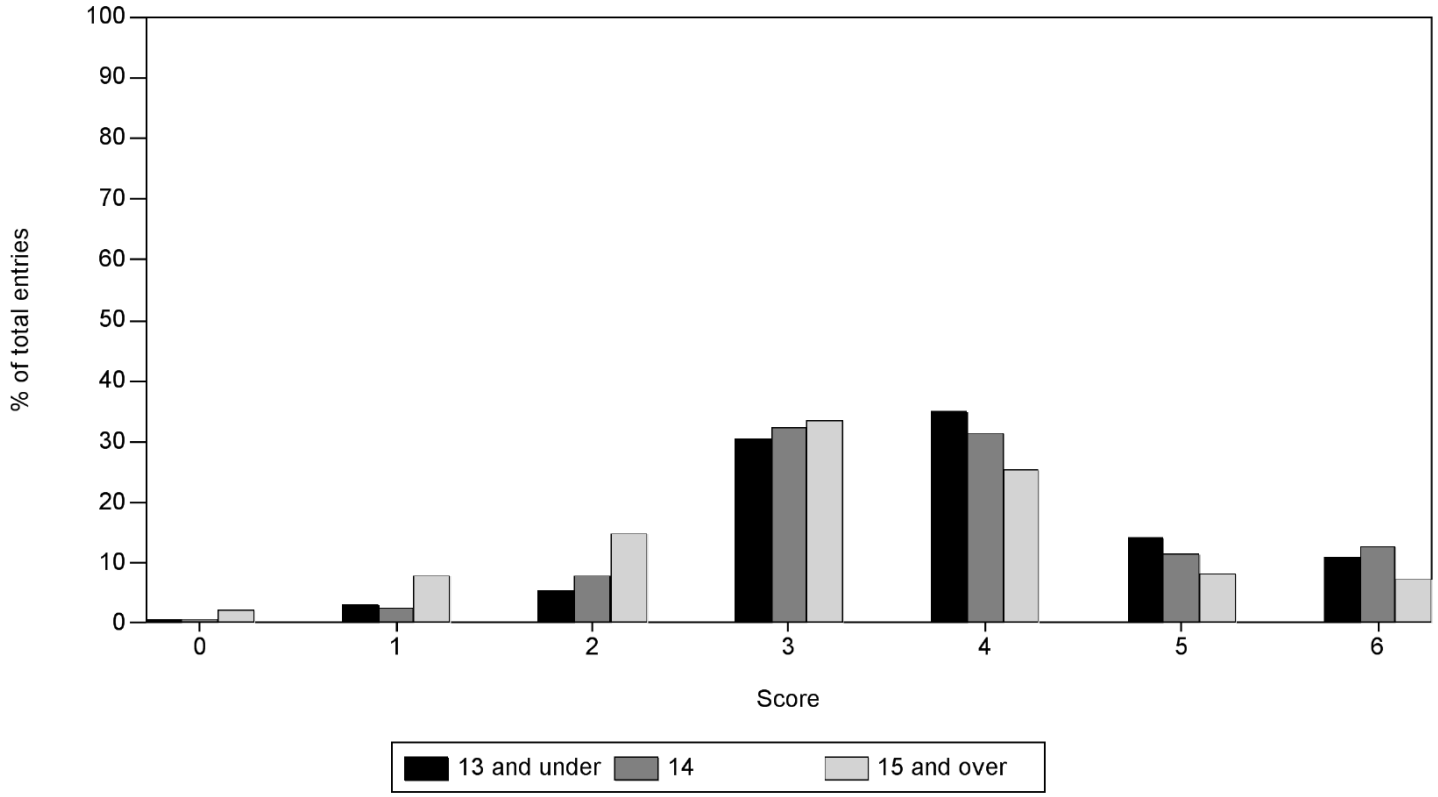
Distribution of Cambridge Secondary 1 Checkpoint Listening score by student's age, showing the cumulative percentage of the number of students at each score.



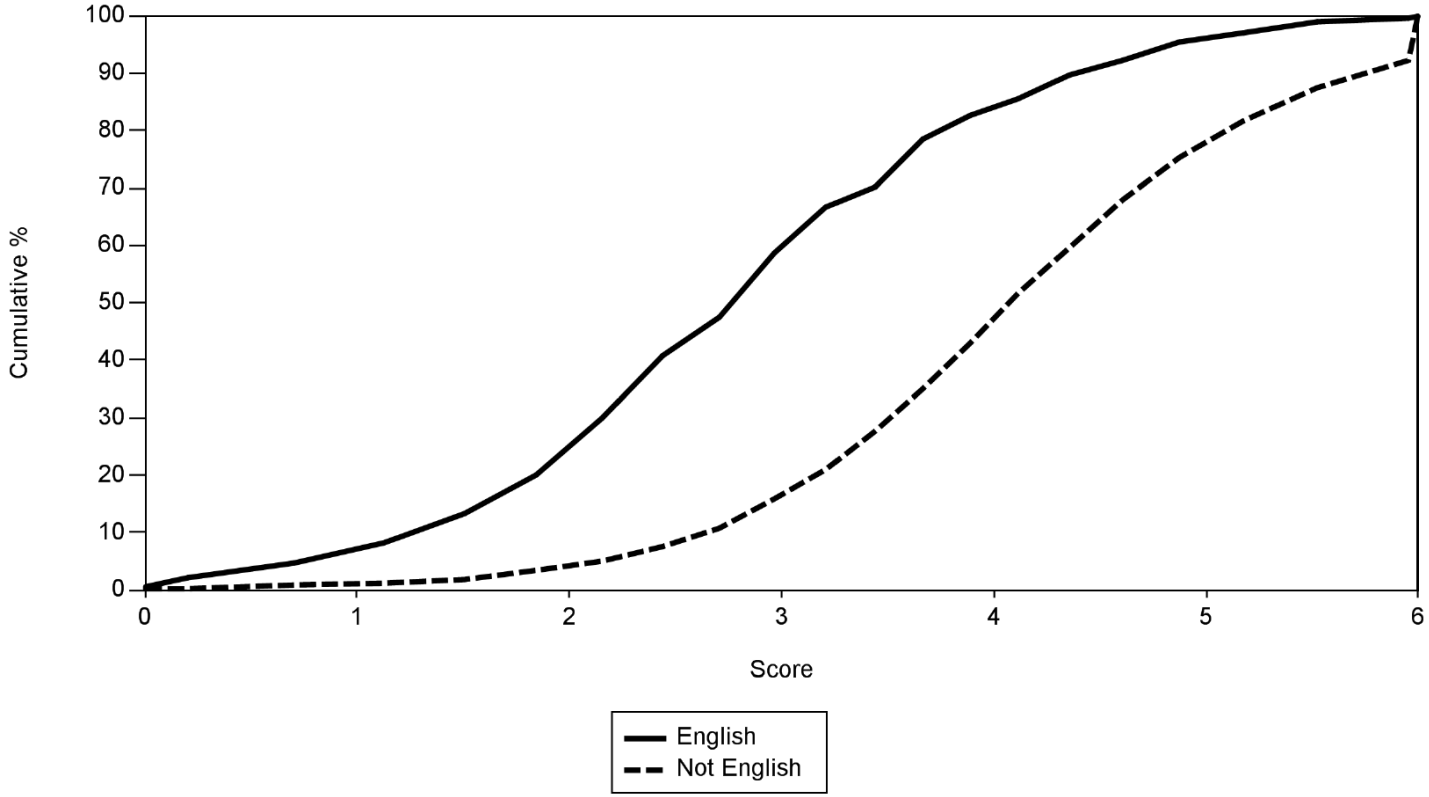
Distribution of Cambridge Secondary 1 Checkpoint Reading score classified by student's first language.



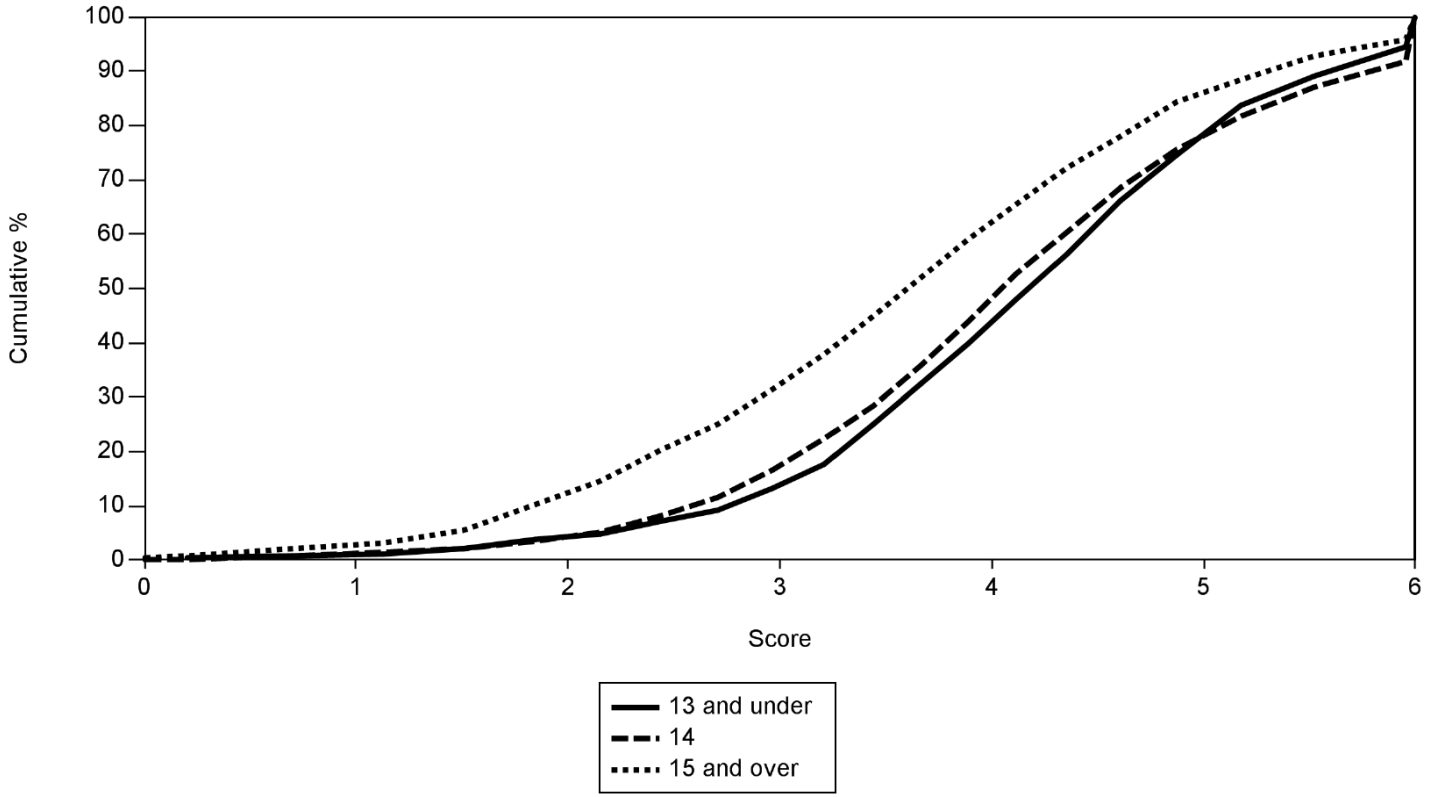
Distribution of Cambridge Secondary 1 Checkpoint Reading score classified by student's age.



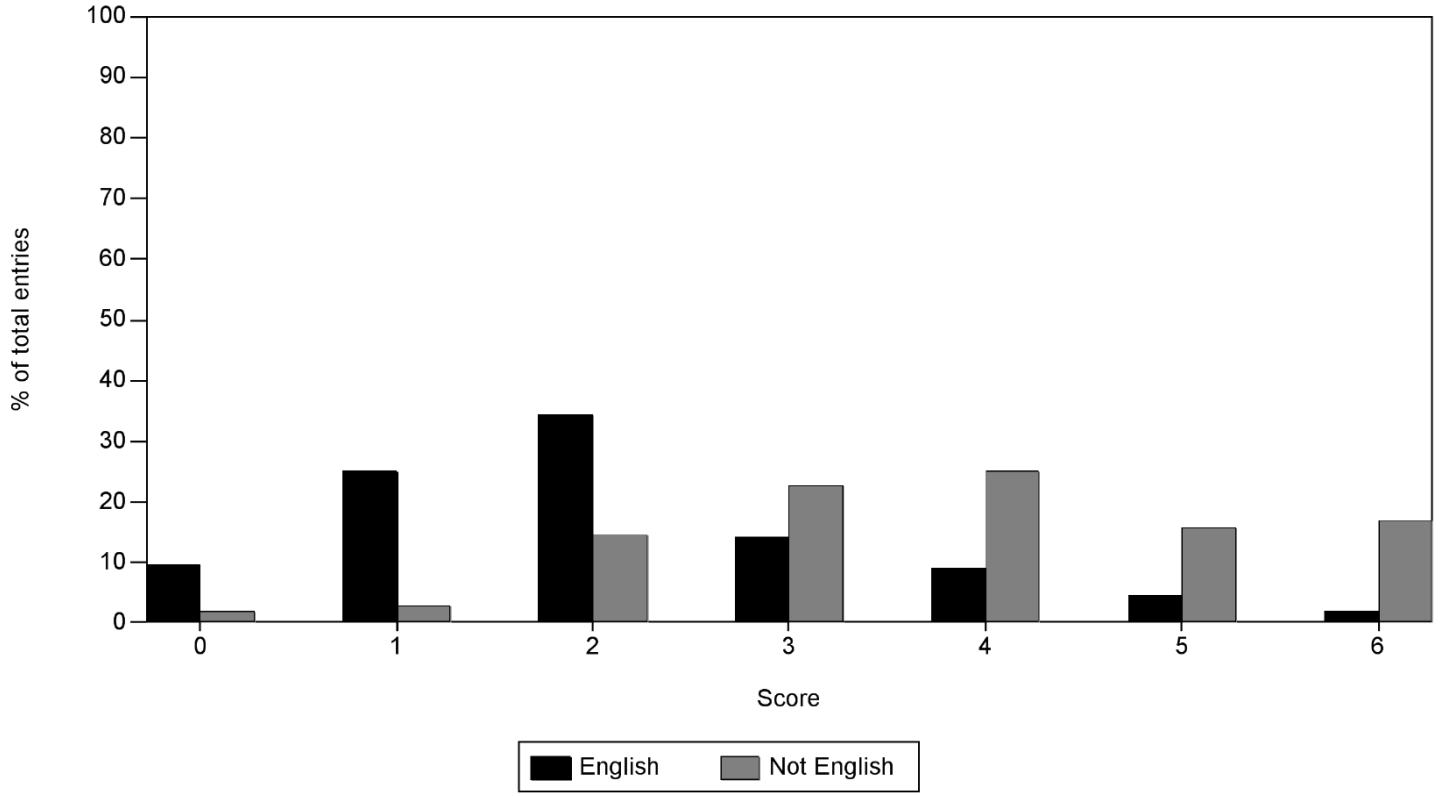
Distribution of Cambridge Secondary 1 Checkpoint Reading score by student's first language, showing the cumulative percentage of the number of students at each score.



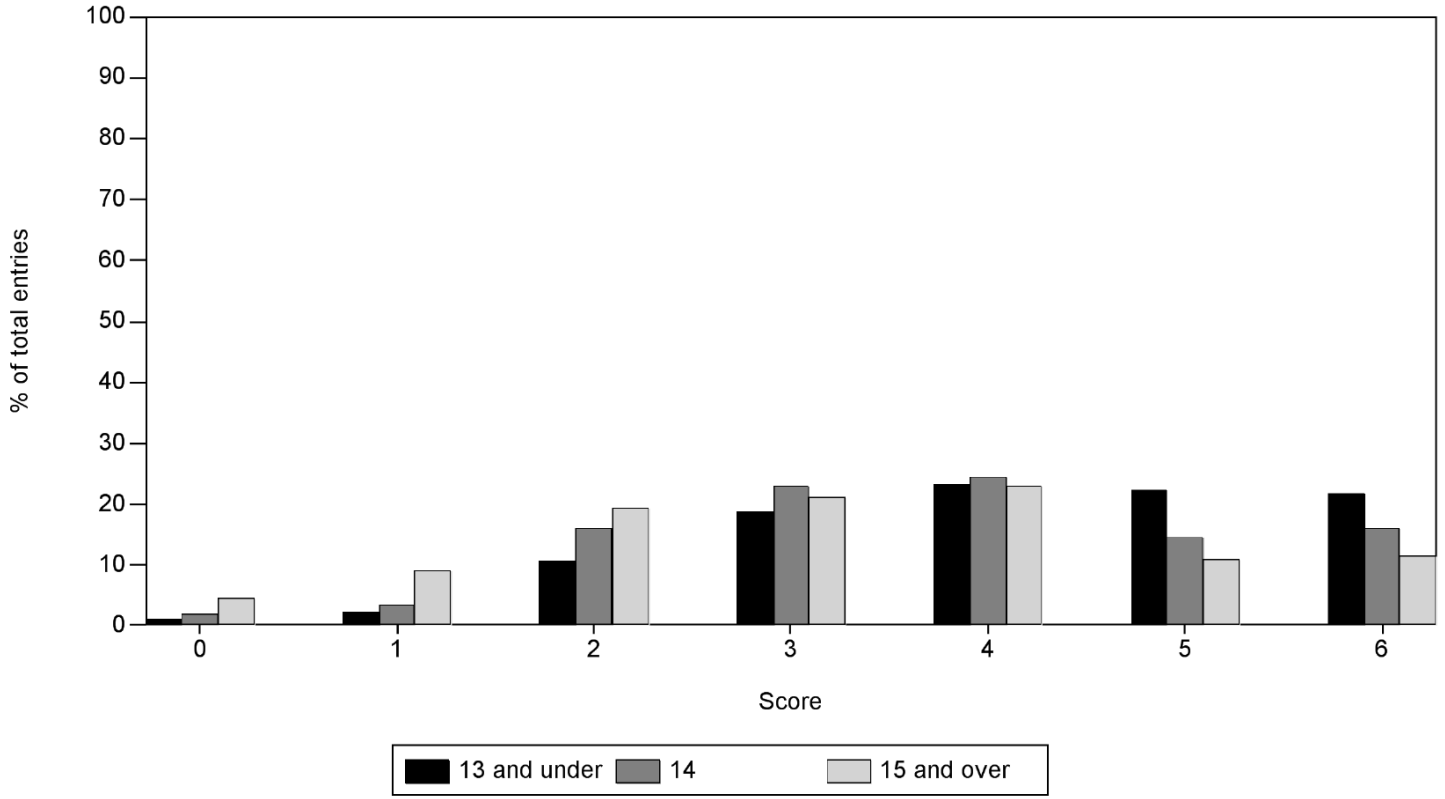
Distribution of Cambridge Secondary 1 Checkpoint Reading score by student's age, showing the cumulative percentage of the number of students at each score.



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.



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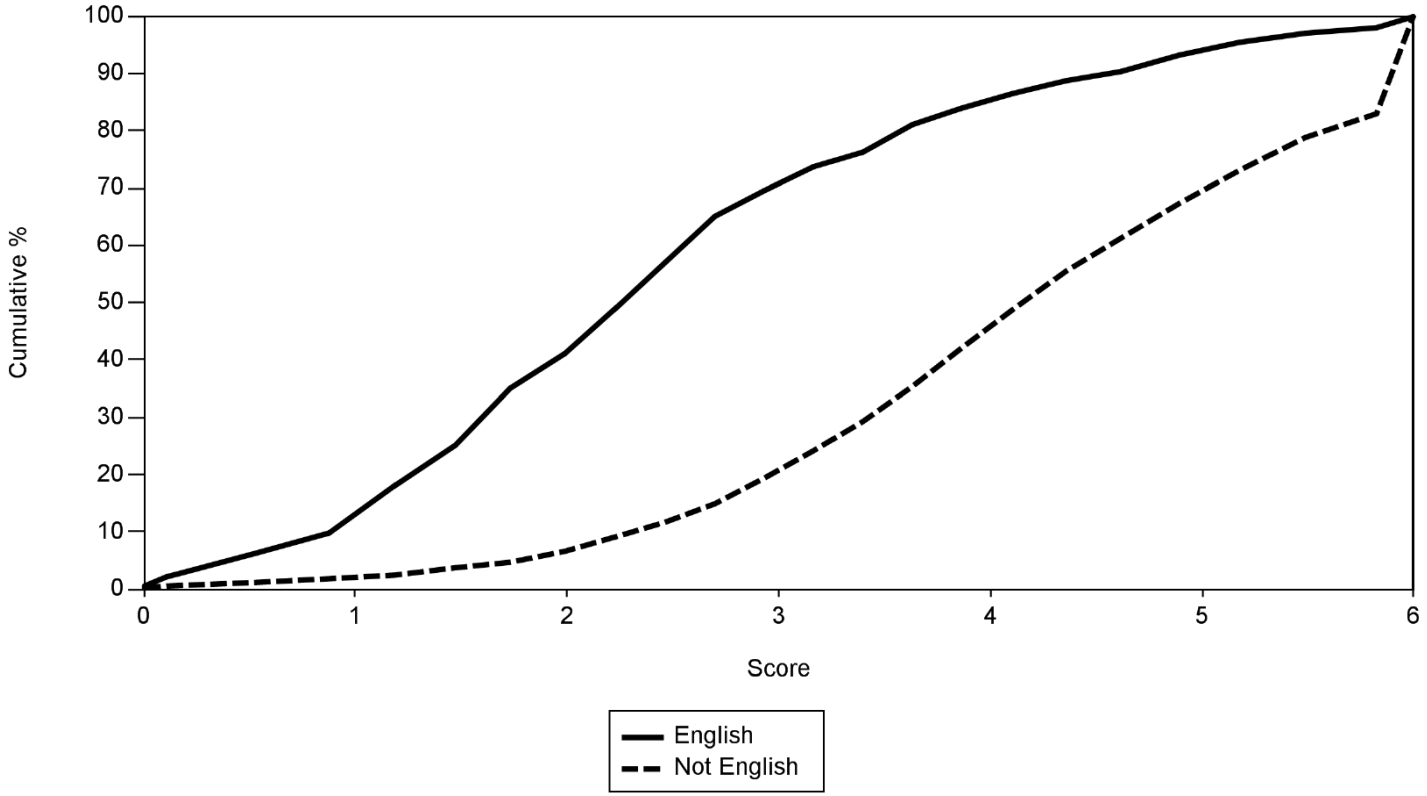

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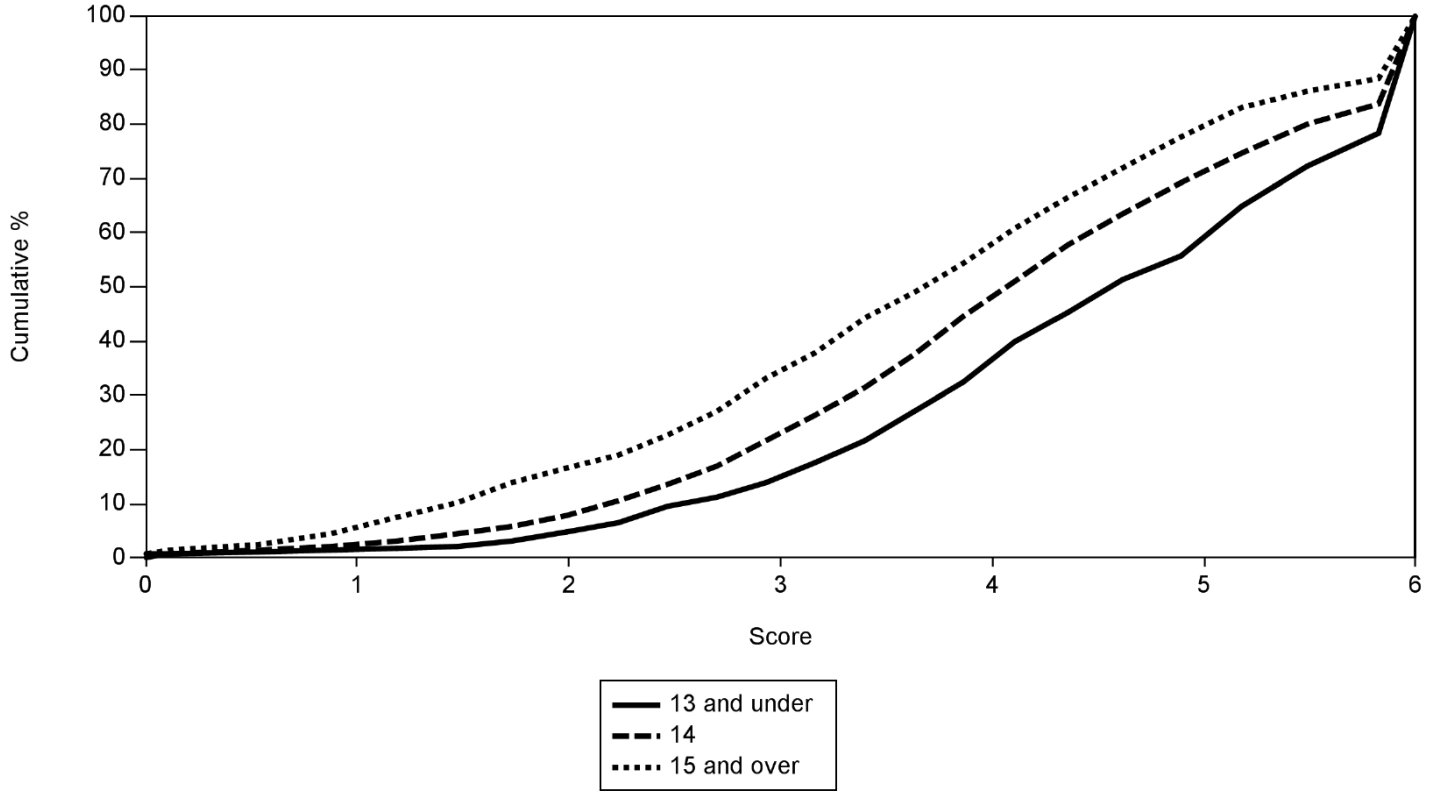
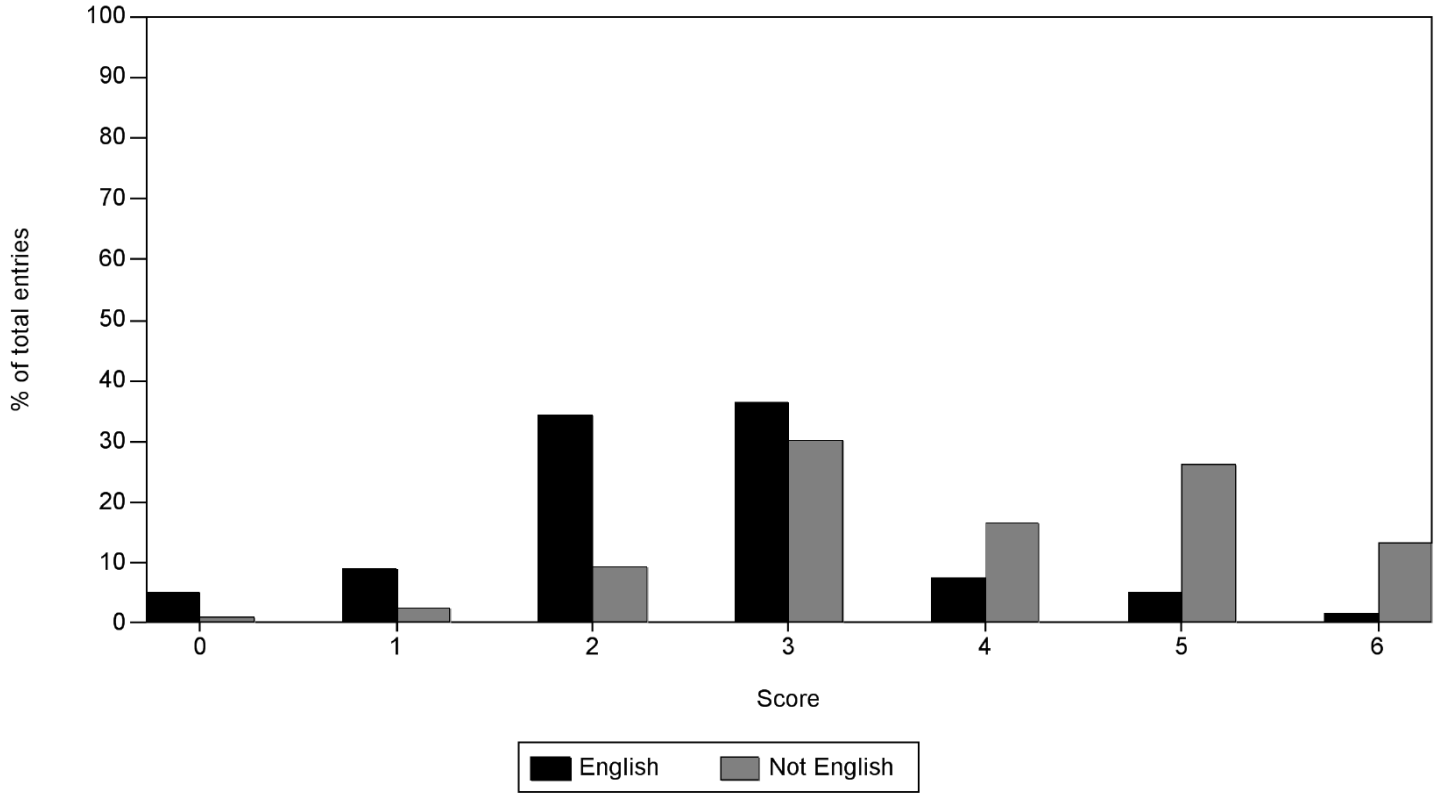
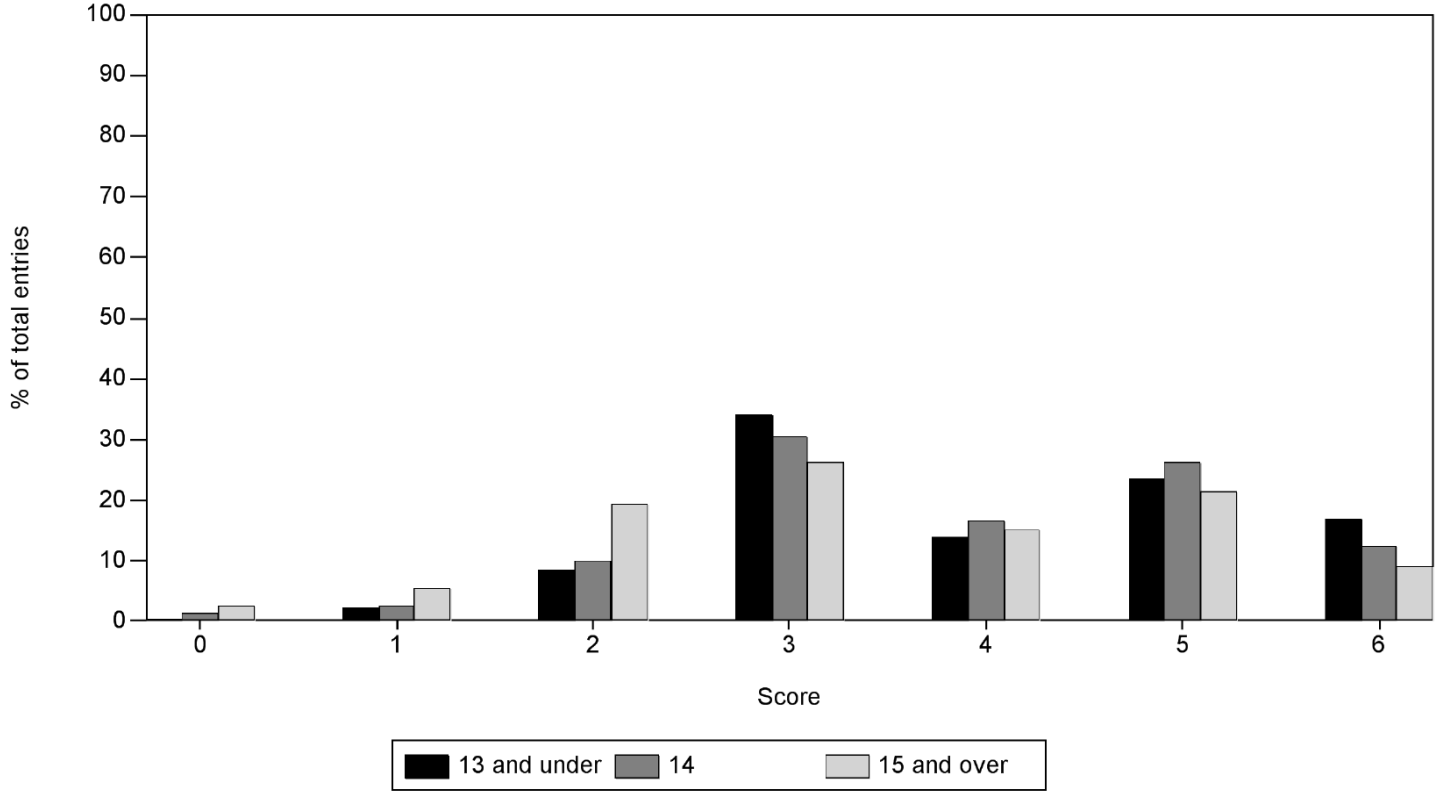


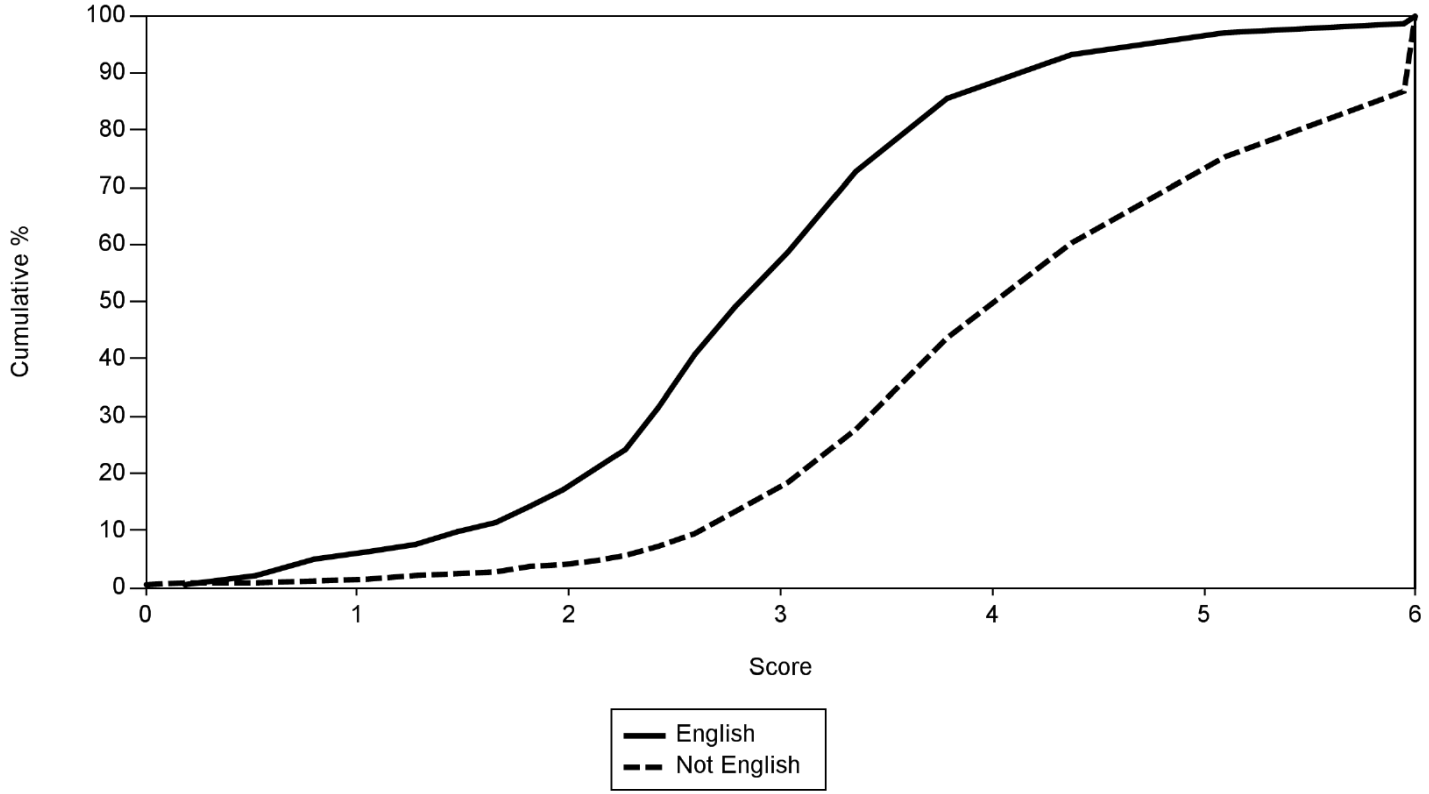
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's first language.



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.



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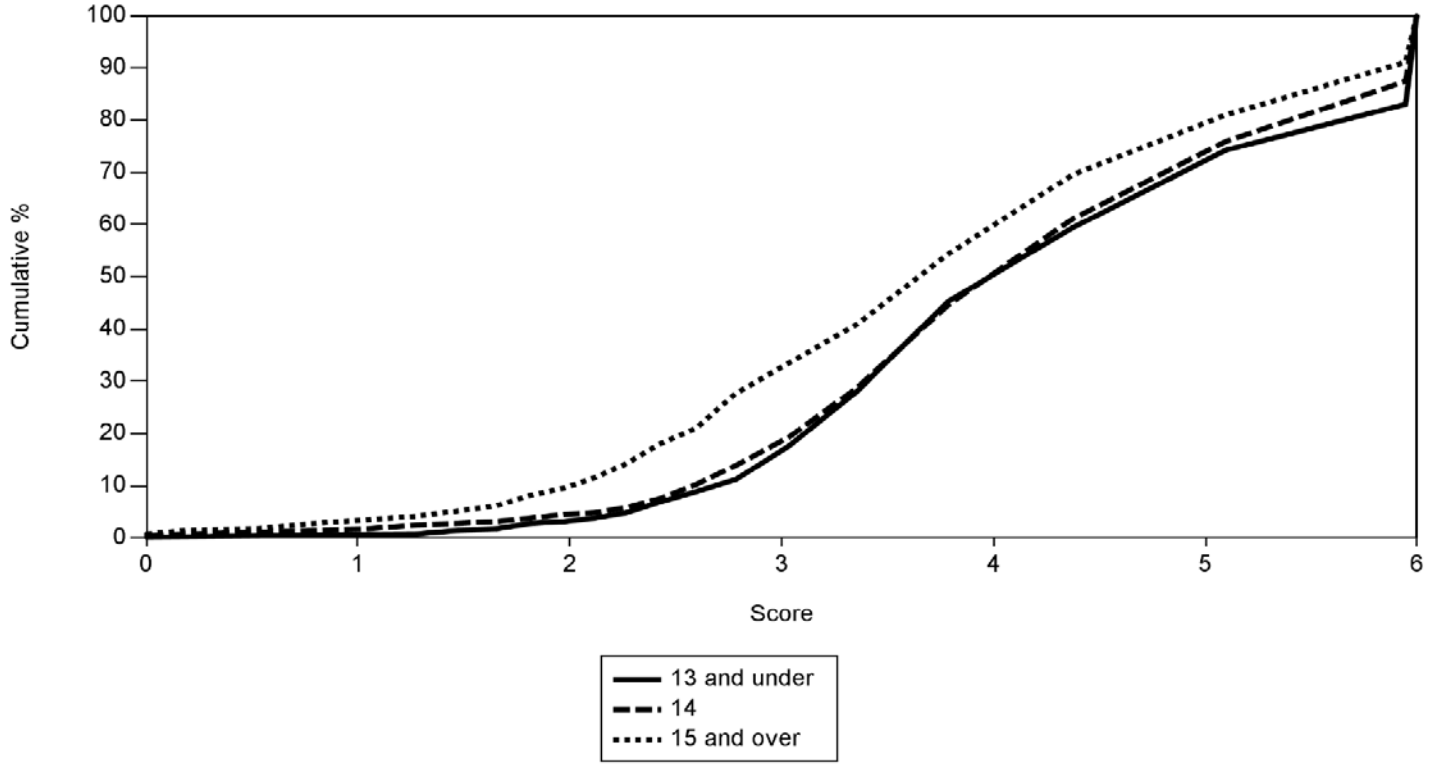


3. Cambridge Secondary 1 Checkpoint English 1111

3.1 Comments on specific questions – English 1111 component 01

Introduction

The following graphs show how the cohort as a whole performed on the tests in October 2017. The graphs show the results that were awarded to the schools for each subject. An examiner's report is also attached for each subject with a description of performance on individual questions.

The Sample

The table for each subject shows the distribution of ages and native language in the sample of learners using the test.

The Block Tests

The block chart shows the percentage of learners obtaining each of the Checkpoint scale scores for the subject total and for the sub-tests. These can be used to compare a particular Centre's scale scores with those obtained by other centres in the cohort.

The Smooth Curve Graphs

The smooth curve graph allows Centres to pinpoint their relative performance more accurately. The mean Checkpoint score for a Centre can be plotted on the horizontal axis and mapped up to the graph that is most appropriate for them i.e. native or non-native language students or the line representing the correct age group. By mapping from the curved graph to the vertical axis it is then clear what percentage of the cohort achieved a lower or higher scaled score.

This Paper gave learners the opportunity to gain high marks if they were to tackle the questions with awareness and accuracy and, the ability to plan responses in detail.

Comments on specific questions – Paper 1

Section A – Reading

The first passage was a text about building a survival shelter. The second, an extract from a magazine article about a leopard was used for **Question 7**, the summary. The extended writing in ***Section B***, **Question 8**, was to write an article for a school magazine about the benefits of going on trips away from towns and cities.

Question 1

This question was in three parts. The first (**1(a)**) asked 'What kind of place would not be suitable for building a survival shelter?' The second (**1(b)**) asked 'What is the purpose of the lattice?' And the third (**1(c)**) asked 'How may building and spending a night in a primitive shelter be a life-changing experience?'

(a) This was generally answered correctly, although there were some fairly inventive incorrect answers, including 'indoor areas', 'tents', 'a cold night' and 'rainforests'. The most common response was 'low spots'.

(b) This was mostly answered correctly, although errors crept in when learners attempted to use their own words.

(c) This was generally well answered, although there were quite a number of responses unrelated to the question.

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 simply offer the most common alternative.

(a) 'Daunting': This was often answered correctly, most frequently with 'scary', 'challenging', 'intimidating' and 'frightening'. A significant number of incorrect responses offered 'crazy', mad and 'weird'.

(b) 'Mindset': The most common correct responses were 'attitude' and 'way of thinking'. Incorrect responses were often 'thinking' or 'thoughts' without reference to how those thoughts were used.

(c) 'Key': There were a wide variety of incorrect responses for this question. Apart from the obvious incorrect answers relating to a key for a door or a map this was answered reasonably well with many giving responses such as 'vital', 'main thing', 'essential', 'crucial' and 'most important'.

(d) 'Trap': Most learners were able to answer this question correctly; however, there was a range of incorrect responses due to learners giving 'catch' as their answer. Some learners found this particularly difficult, with many missing a mark as they omitted adding 'in' to 'hold' or 'keep'.

Question 3

This question was generally well answered. Common errors included speech marks at line level and two punctuation marks after 'shelter'.

Question 4

This question required learners to insert a relative clause into the simple sentence 'a survival shelter is fairly easy to build', using information from the passage. As is often the case, this challenged learners. Many responses were missing commas around the non-defining relative clause, or only included one, and many used 'and' for the defining relative clause.

Question 5

This task was straightforward and was accomplished well by most learners. A common error was to use 'then', which signaled a new sentence. Often learners copied the three sentences without any linking.

Question 6

This question required learners to insert two different forms of the same verb into blank spaces in the sentence, 'The writer suggests it is necessary that a person … sure they have the right location for the shelter. She also suggests that if the builder doesn't use enough insulation, on a cold night they'll soon find they've … a mistake.' This was generally well answered with expected variations on 'make'. Some learners gave two different verbs, and so lost the mark.

Question 7

The first part of the summary question required learners to list the things that may pose a threat to Legadema's survival into adulthood, and say why these may pose a threat; the second focused on the ability to describe what a baby leopard needs to learn, and why in order to survive in the wild, within 80 to 100 words.

Question 7(a) was challenging for learners. Both a threat and a reason were required. **Question 7(b)** was answered well.

(a) The task was made challenging by the requirement to identify both a threat and the reason, which very few responses included. Learners struggled to pick out relevant information, and many did not give a reason and threat.

(b) Writing a summary still proves challenging for many learners who copy a whole section or select areas from the text randomly, and copy them, resulting in a piece of writing that may make little sense. A few responses included what the learner knew about the subject rather than taking information from the passage. Most learners were able to gain marks here even though they did not get a mark for **7(a)**. Stronger learners were able to give fluent and well-constructed pieces, and achieved full marks. Many learners managed to write well-constructed, accurate responses, using their own words (within reason).

Section B – Writing

Question 8

This was an accessible task that appealed to most learners. There were a variety of interesting responses, giving thoughtful ideas about the benefits of the outdoors. Some responses did not fully relate to the brief, such as a story of a trip rather than an article about the benefits of going on trips out of towns and cities that included own experiences as an extra. Also, some responses were about school trips and why schools should have trips for students.

Some learners found sentence structure challenging, but, on the whole, learners were able to engage with the subject matter to produce a piece of writing that responded to all three bullet points.

Purpose and Audience

Some responses stood out by gaining full marks for control of complex sentences or a consistent relationship between the writer and the reader.

Text structure

The use of paragraphing to structure their article was evident in the majority of responses.

Sentence Structure

The responses varied widely. Generally, learners used sentence structures with confidence. Many responses were extremely fluent.

Punctuation

Most learners used full stops and capital letters correctly. Punctuation is still a challenge, with a great deal of comma splicing, missed commas and inaccurate use of colons and semi-colons.

Spelling

Spelling was, on the whole, strong. Many scripts displayed accurate spelling of difficult and complex words.

Advice for Teachers

Question 1 – Ensure that all learners read the questions accurately and underline or highlight any key words.

Question 2 – Learners should respond to the questions relating to the text given, and not their own experiences.

Question 3 – There were 14 punctuation marks that should be added; less than this will result in lost marks.

Question 4 – Learners could benefit from understanding the use of relative clauses, and that two commas are needed to gain a mark.

Question 5 – Often learners copied the three sentences without using any linking. There were also quite a few wrong linking devices that either distorted the meaning or started new sentences (e. g. 'later', 'then').

Question 6 – This question asked for ‘two different forms of the same verb’. Many learners wrote down two different verbs.

Question 7(b) – Learners need to summarise what they’ve read using their own words as much as possible.

Question 8 – Teachers need to ensure that learners focus on the question and what is being asked. Planning is an important factor that many learners pay little attention to.

3. Cambridge Secondary 1 Checkpoint English 1111

3.2 Comments on specific questions – English 1111 component 02

General comments

The paper was accessible, and few 'no responses' to questions were seen. **Questions 6(b)**, **7** and **8** seemed to be the most challenging questions. Learners should remember to follow the requirements of the questions, particularly if it asks for 'own words'.

Question 1

(a) This was a challenging first question. Many learners gave a summary of the plot, suggesting that 'theme' is not well understood. Some learners mentioned the characters' names, what they did or copied the title of the novel as a response, all of which were incorrect.

(b) As with **(a)**, not many learners gained a mark here, though relevant reasons were often offered.

Question 2

Successful learners made a point about the character, but many mentioned what he did. Responding in 'own words' was part of the reason for a lack of marks being awarded for this question. The second mark was not awarded if the first part was missing or incorrect, emphasising the need to read the question carefully; however, those who got the first mark handled the supporting evidence well.

Question 3

Most answered this correctly, offering a range of suitable synonyms such as 'complained', 'objected', 'dumbfounded', 'outraged', and provided a supporting quotation. Occasionally, learners confused Dallas and Florida.

Question 4

This question differentiated well between stronger learners and those who found the question challenging. A number of learners opted for the incorrect response of 'angry'. Again, 'own words' were necessary to gain the mark.

Question 5

Many learners were successful with this question, although some repeated the same idea, such as 'they have no freedom' and 'it is like a prison'. Also, some responses were too general to be awarded a mark: for example, 'it was bad/horrible/difficult'.

Question 6

(a) This was a straightforward question, and most learners understood the two strands. Some learners mistakenly gave two quotations for each.

(b) This proved to be a challenging question, and one which only stronger learners tackled well. Many did not appreciate the meaning of 'contrast', and so wrote that it was to show feelings. Close reading of the question was essential. Many learners found it tricky to attribute a motive for the writer, which is indeed a higher level skill.

Question 7

Relatively few learners gained three marks for this question. Often, answers did not refer to appearance, but to character. Many referred to 'cranky/tired/middle-aged', which could not be awarded a mark.

Question 8

This was frequently successfully attempted, especially **part (a)**. Most learners successfully attempted to describe the effect, and few simply offered 'personification/onomatopoeia' or similar expressions alone.

(a) Most achieved a mark for the literal definition, and a good number were able to contextualise, offering synonyms such as 'neglected/unwanted/pushed out of sight'.

(b) This proved a challenging question for many. Learners sometimes did not fully understand the word 'wail', and opted to use an unspecific synonym such as 'loud noise' or 'sound'. There were also some misunderstandings of 'fright' for 'freight'.

Question 9

Most learners were able to provide a relevant narrative, which was well structured, and there were a number of engaging and effective accounts. Those who used the planning page were often more successful than those who did not; however, sometimes originality was limited. Some responses recounted the plot with a similar setting to the passage. More engaging responses had a starting point of promotion at work or losing a job, an accident or other life changing events. There were many examples of a range of interesting vocabulary and idioms used.

Most responses were written in quite fluent, idiomatic English, and were often paragraphed reasonably well. Within sentences, the most common difficulties involved tense sequences and verb forms, especially when dealing with modal verbs. Prepositions continue to be a challenge. Examples of typical errors are ‘at the next day’, ’they arrived to the airport’ and similar. Direct speech was sometimes indistinctly punctuated, and some scripts relied too much on large chunks of quite predictable dialogue. The explicit teaching of a wider range of punctuation than full stops and inverted commas would be rewarded by the attainment of higher marks here, especially if focus were on punctuating clauses and adverbial phrases.

3. Cambridge Secondary 1 Checkpoint English 1111

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

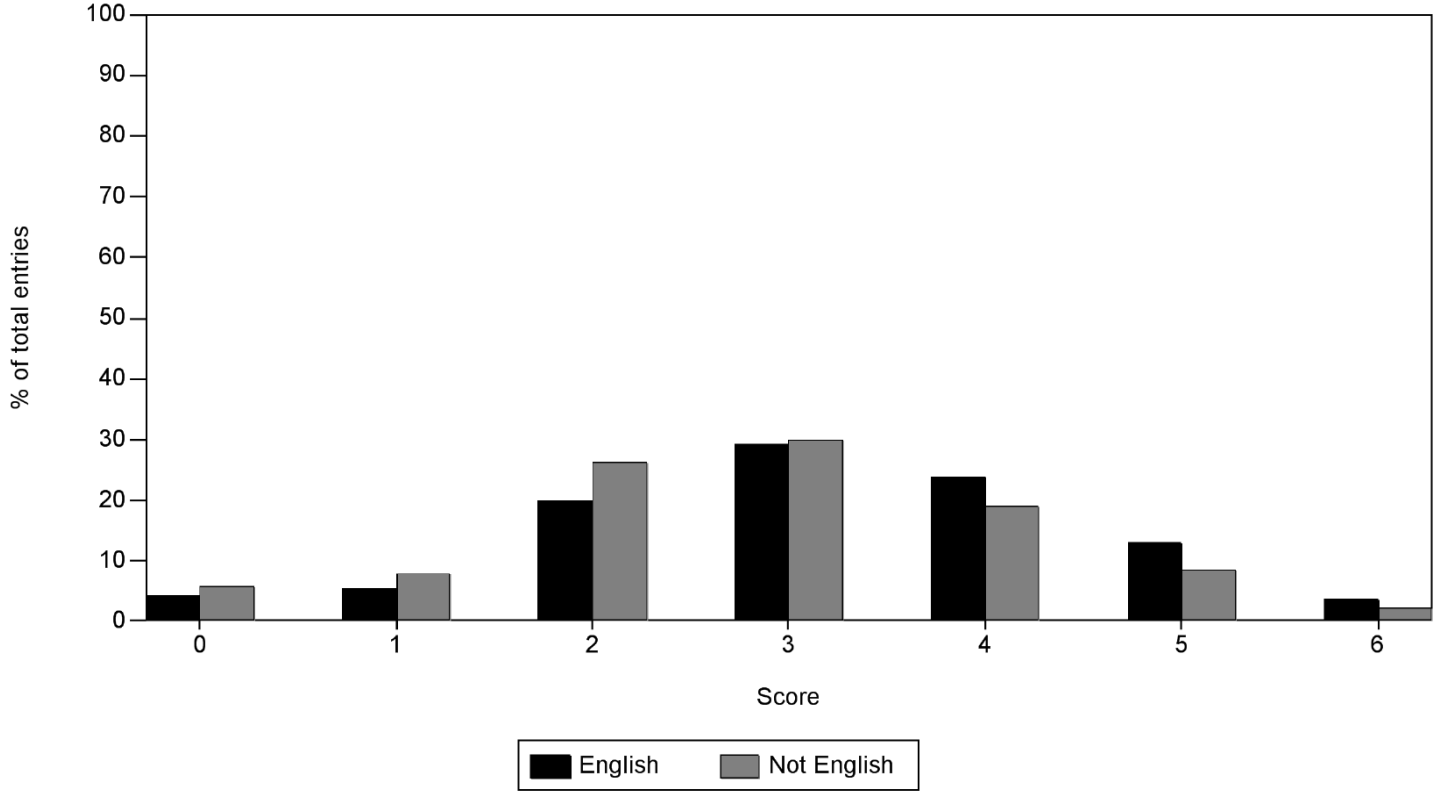
		Percentage of total entry	Average total score	Average Reading score	Average Usage score	Average Writing score
Age in years	**First Language**					
13 and under	Not English	15.7	3.2	3.3	3.2	3.2
13 and under	English	13.4	3.5	3.4	3.5	3.5
13 and under	All	29.0	3.3	3.4	3.3	3.3
Age in years	**First Language**					
14	Not English	22.1	3.2	3.3	3.1	3.2
14	English	16.6	3.5	3.5	3.5	3.5
14	All	38.7	3.3	3.4	3.3	3.3
Age in years	**First Language**					
15 and over	Not English	19.1	3.4	3.3	3.4	3.4
15 and over	English	13.2	3.9	3.7	4.0	3.9
15 and over	All	32.3	3.6	3.5	3.6	3.6
Age in years	**First Language**					
All	Not English	56.9	3.3	3.3	3.2	3.3
All	English	43.1	3.6	3.5	3.7	3.6
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.



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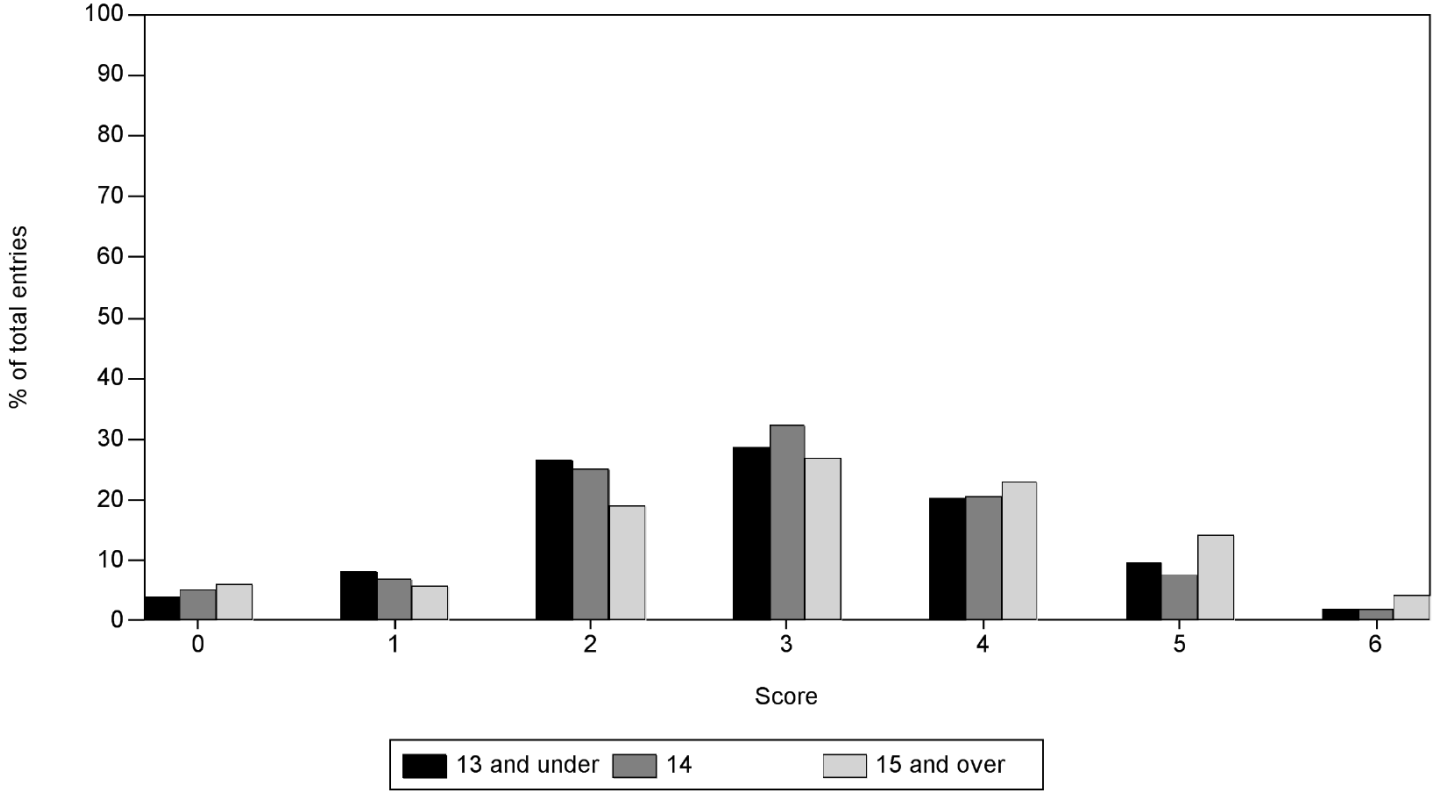
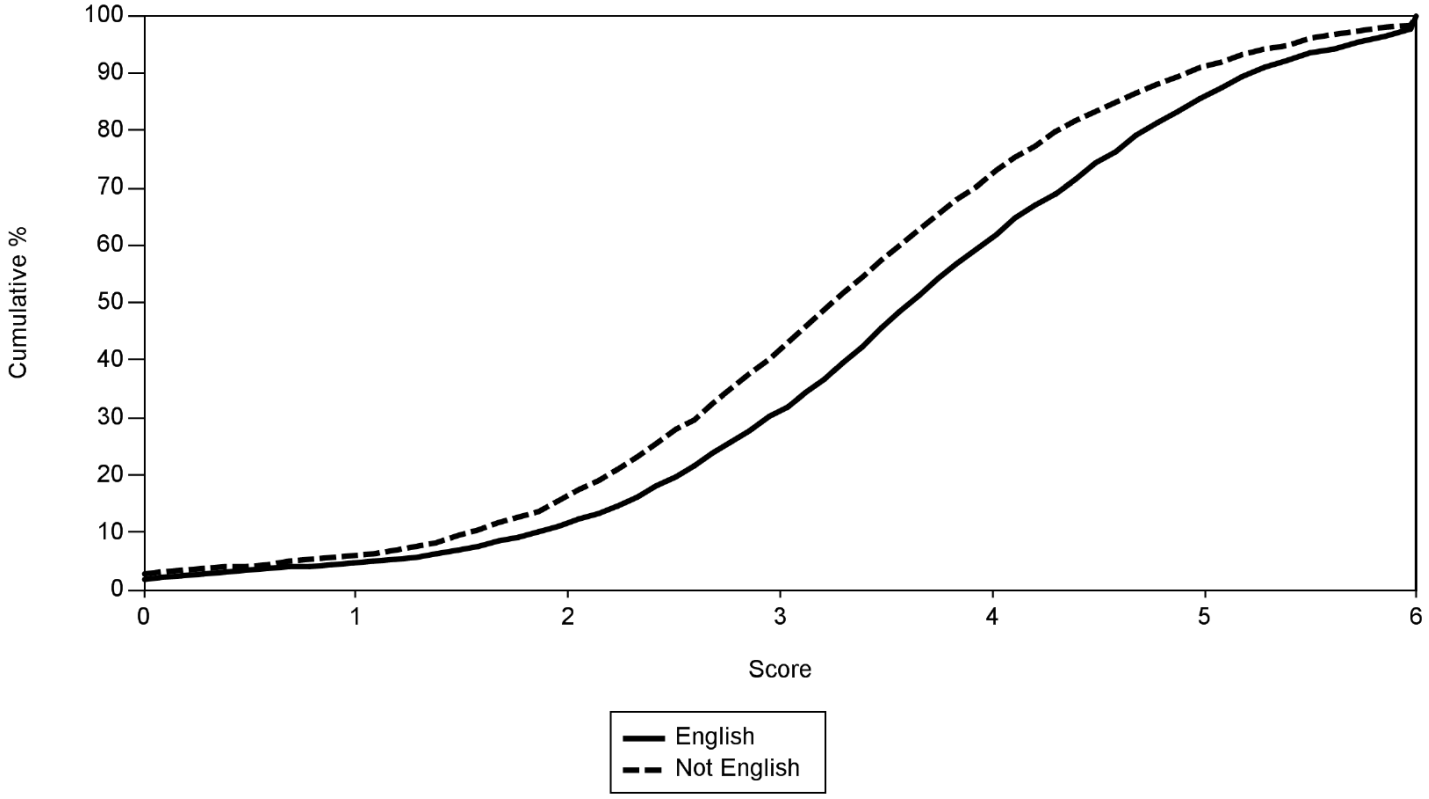


Distribution of Cambridge Secondary 1 Checkpoint total score for English by student's first language, showing the cumulative percentage of the number of students at each score.



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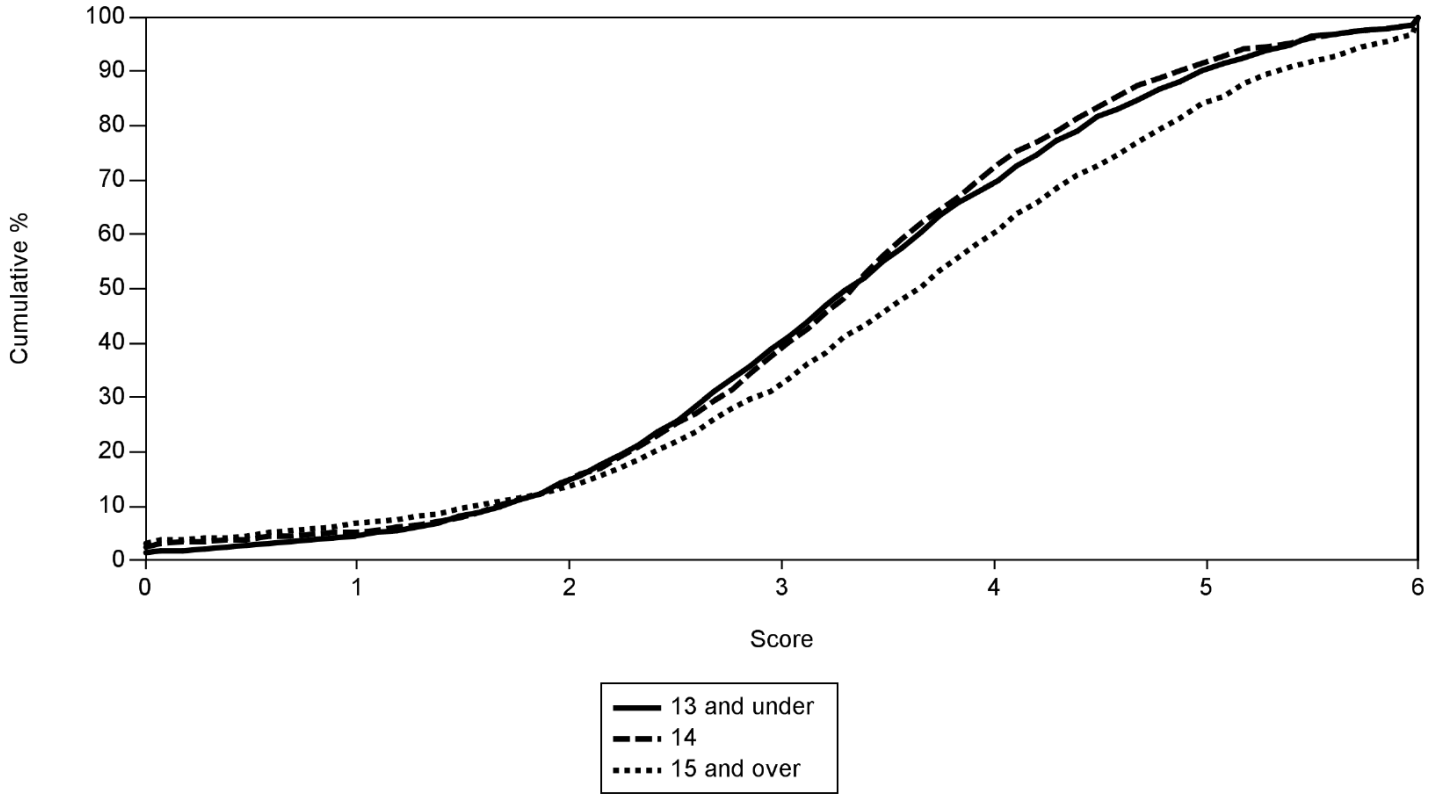
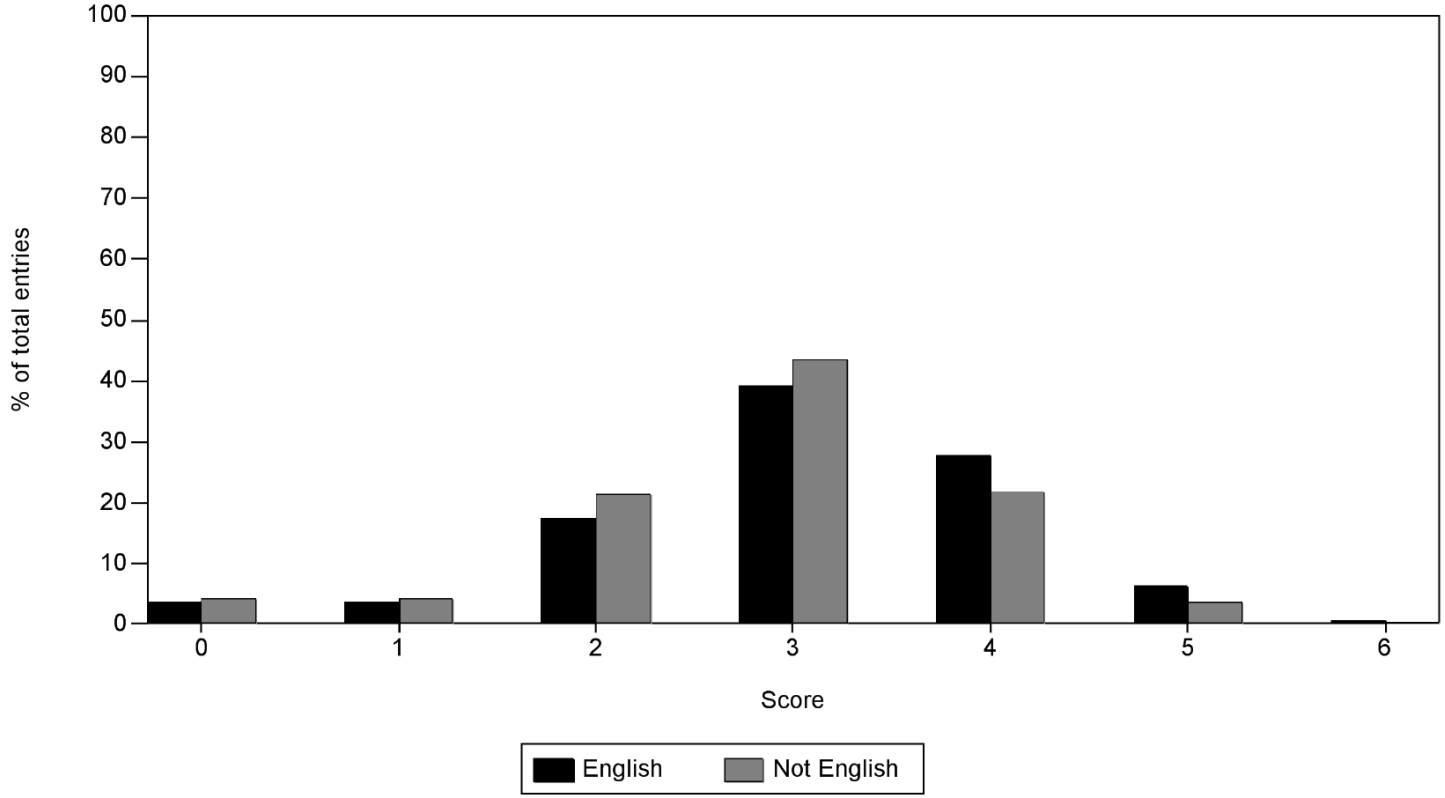


Distribution of Cambridge Secondary 1 Checkpoint Reading score classified by student's first language.



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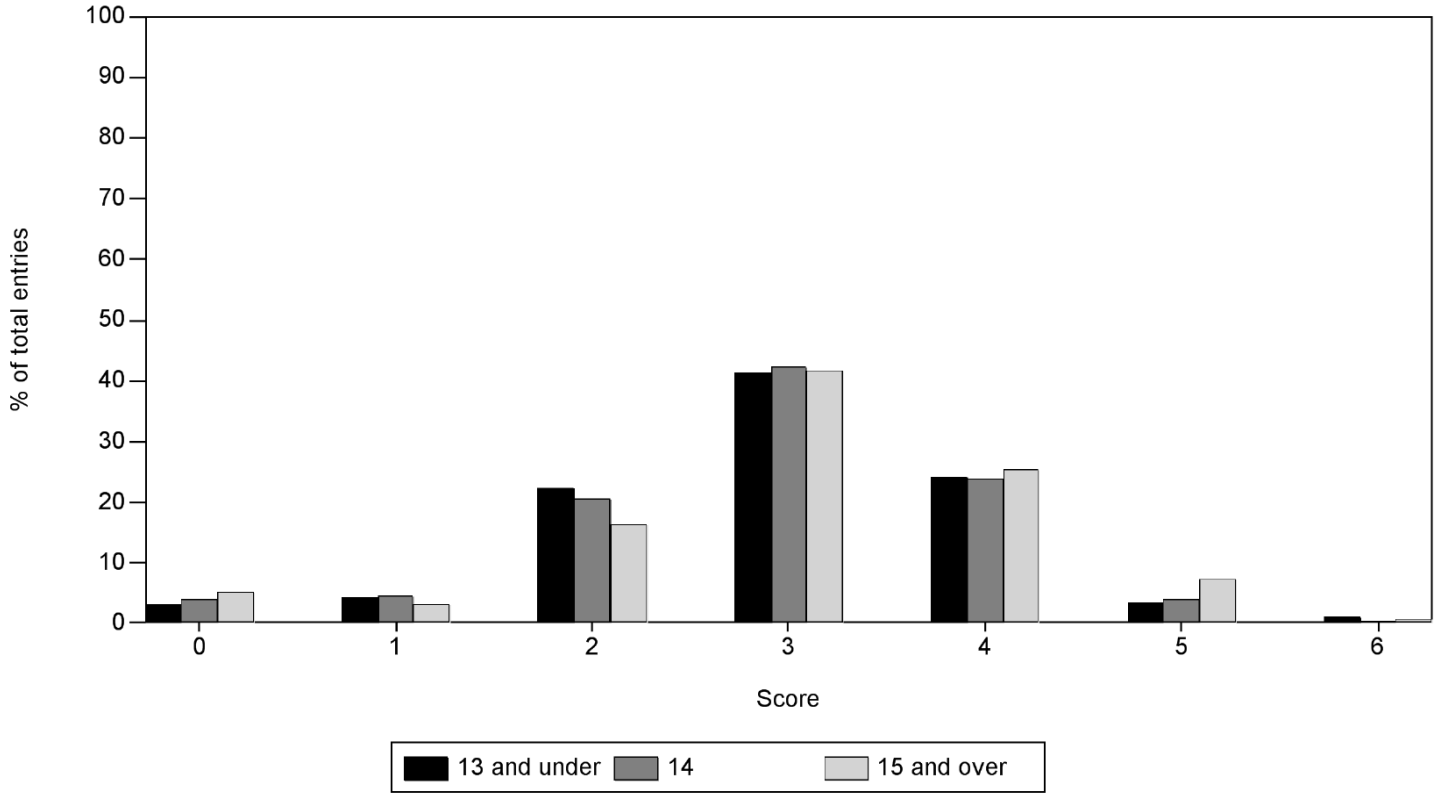

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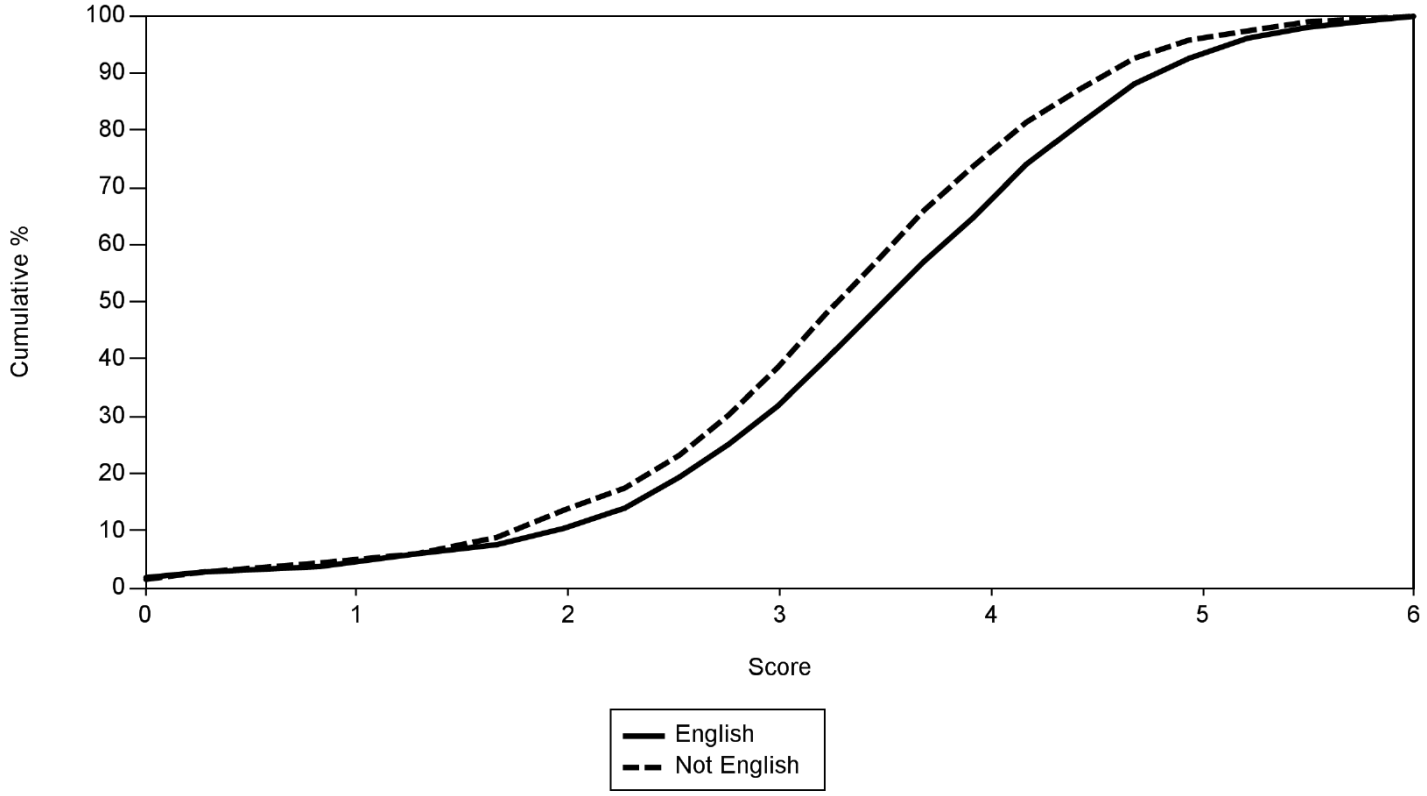

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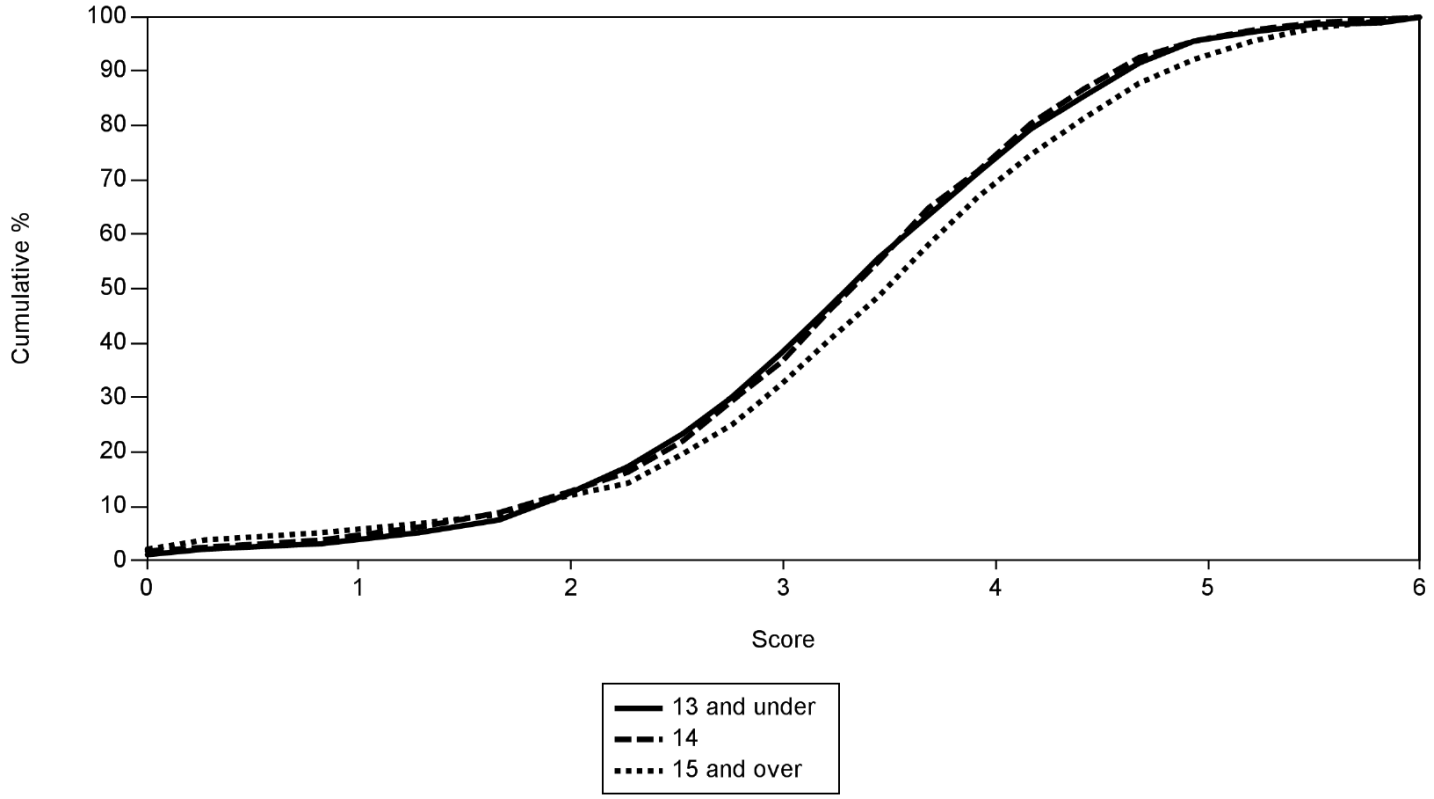
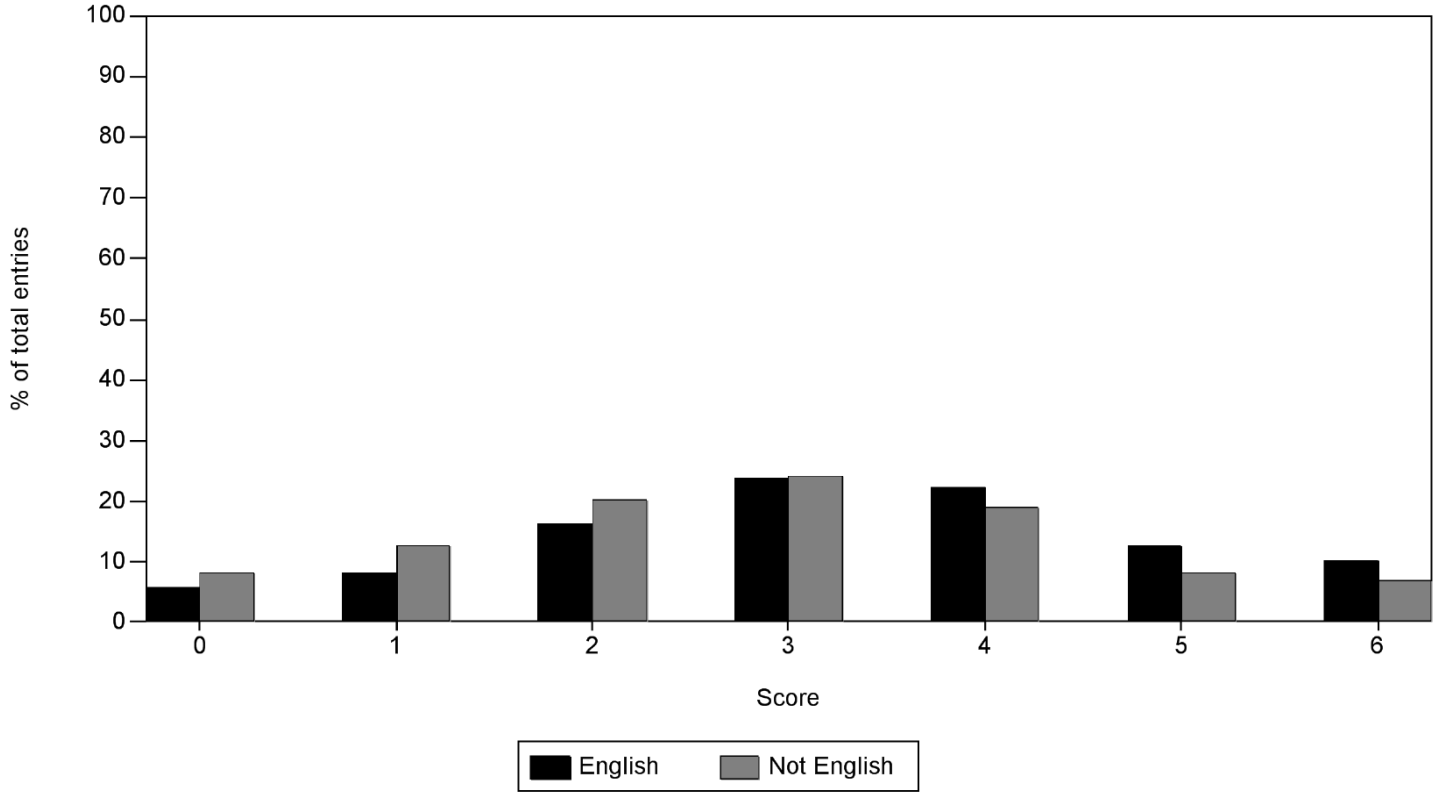
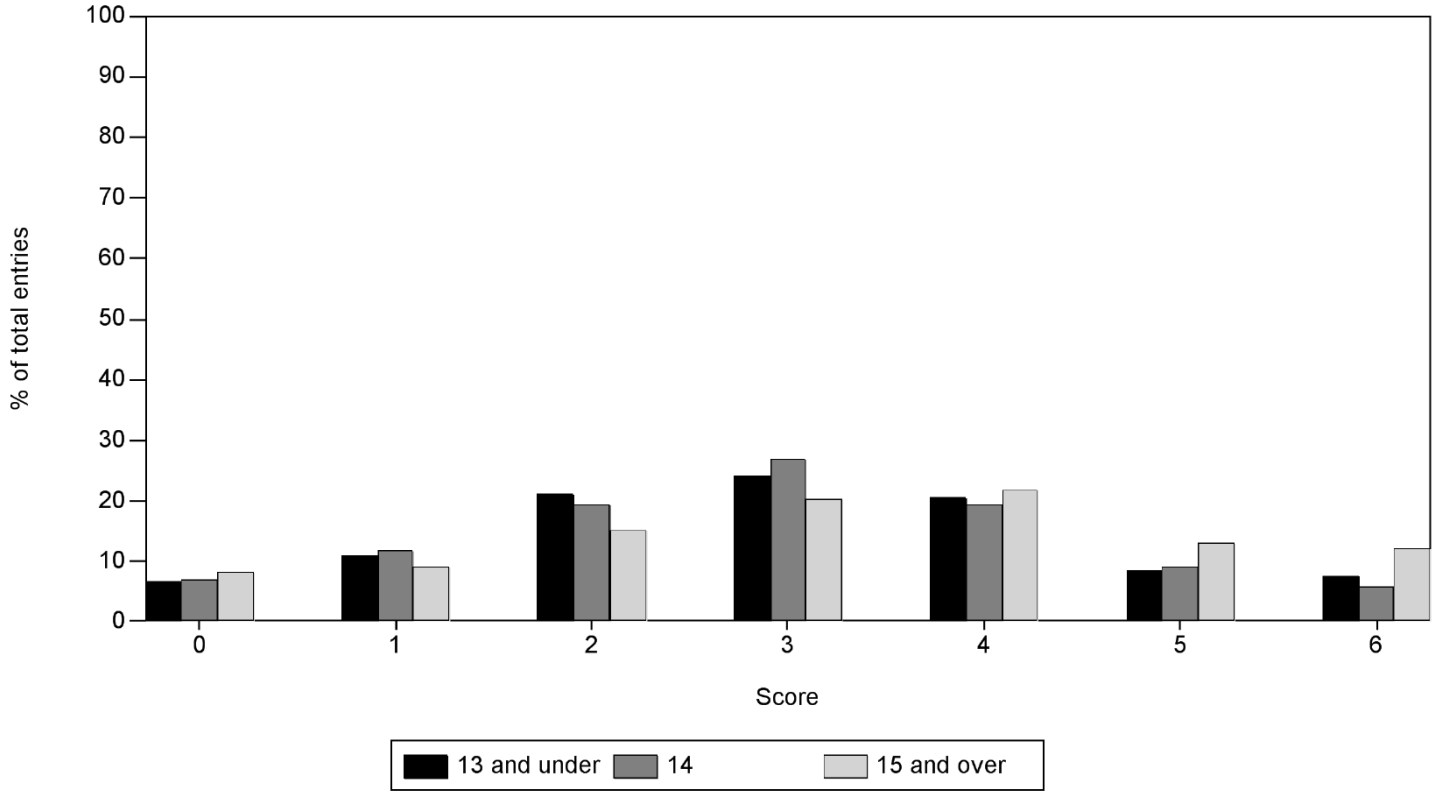


Distribution of Cambridge Secondary 1 Checkpoint Usage score classified by student's first language.



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



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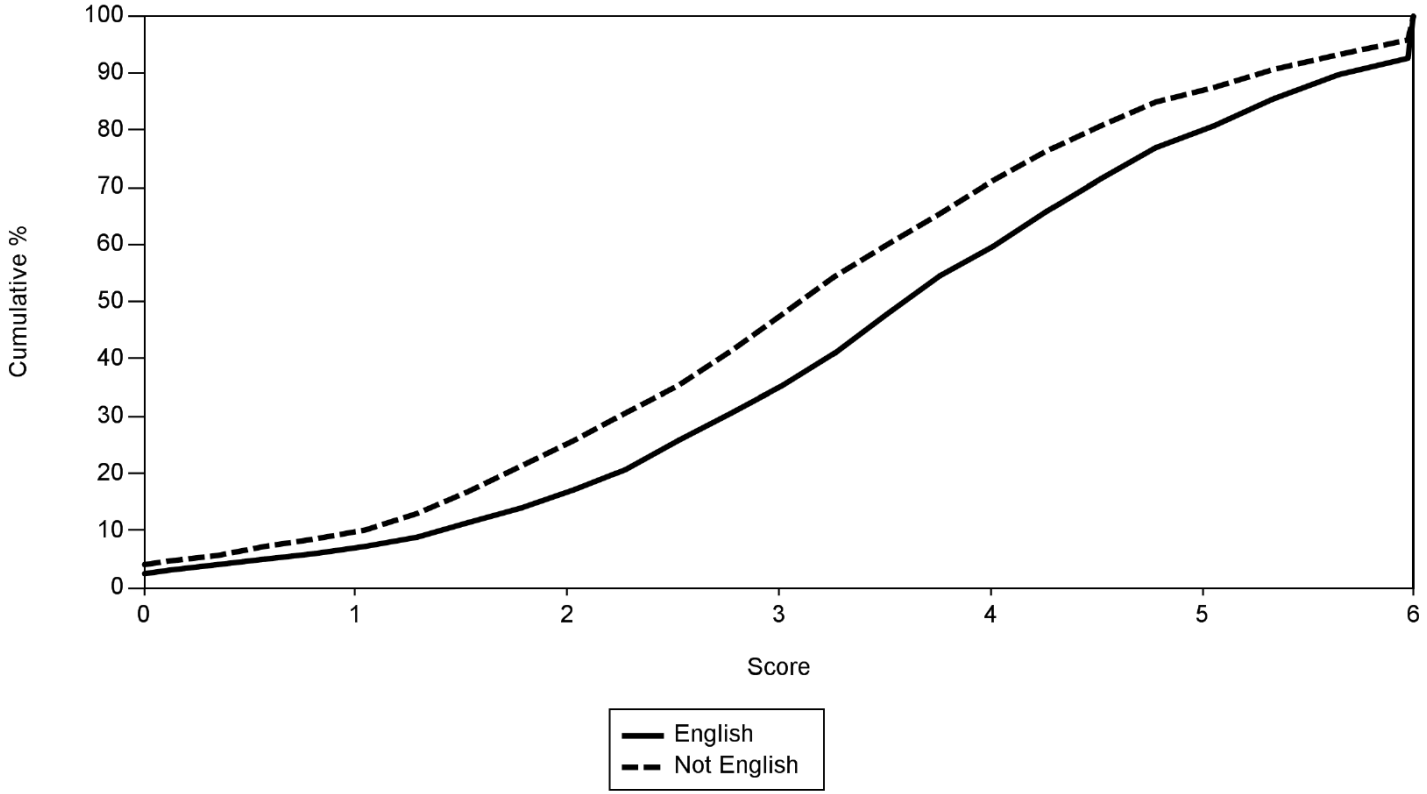

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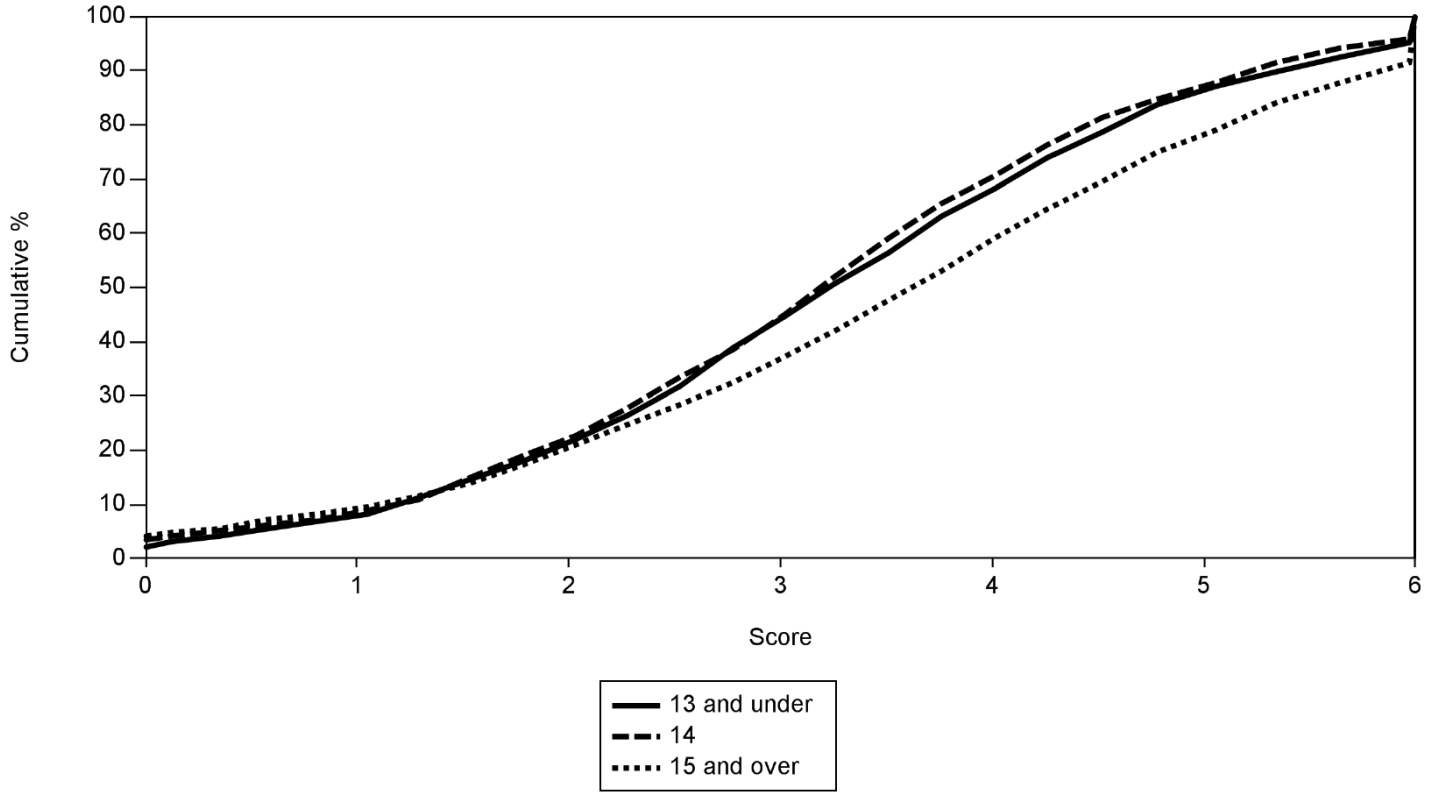
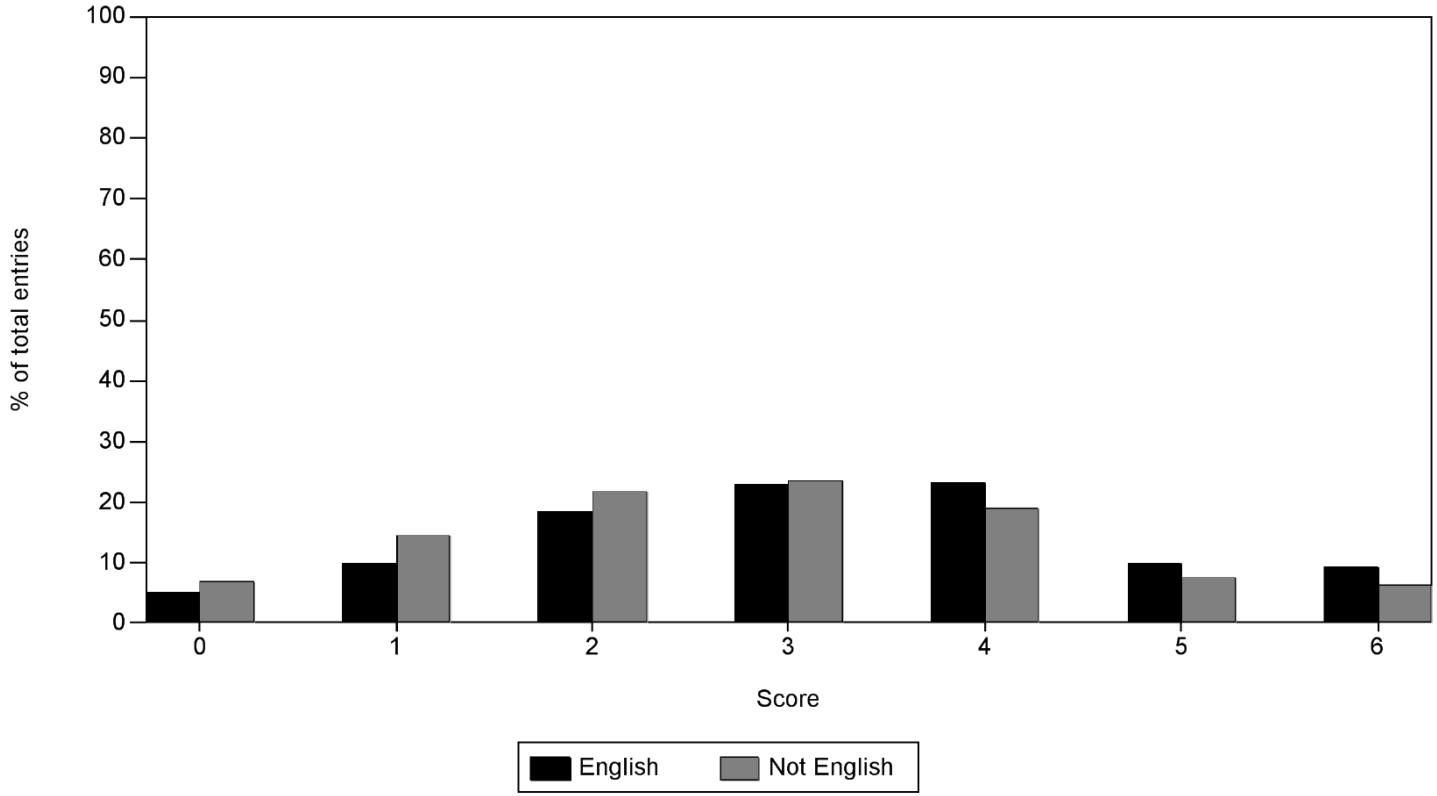
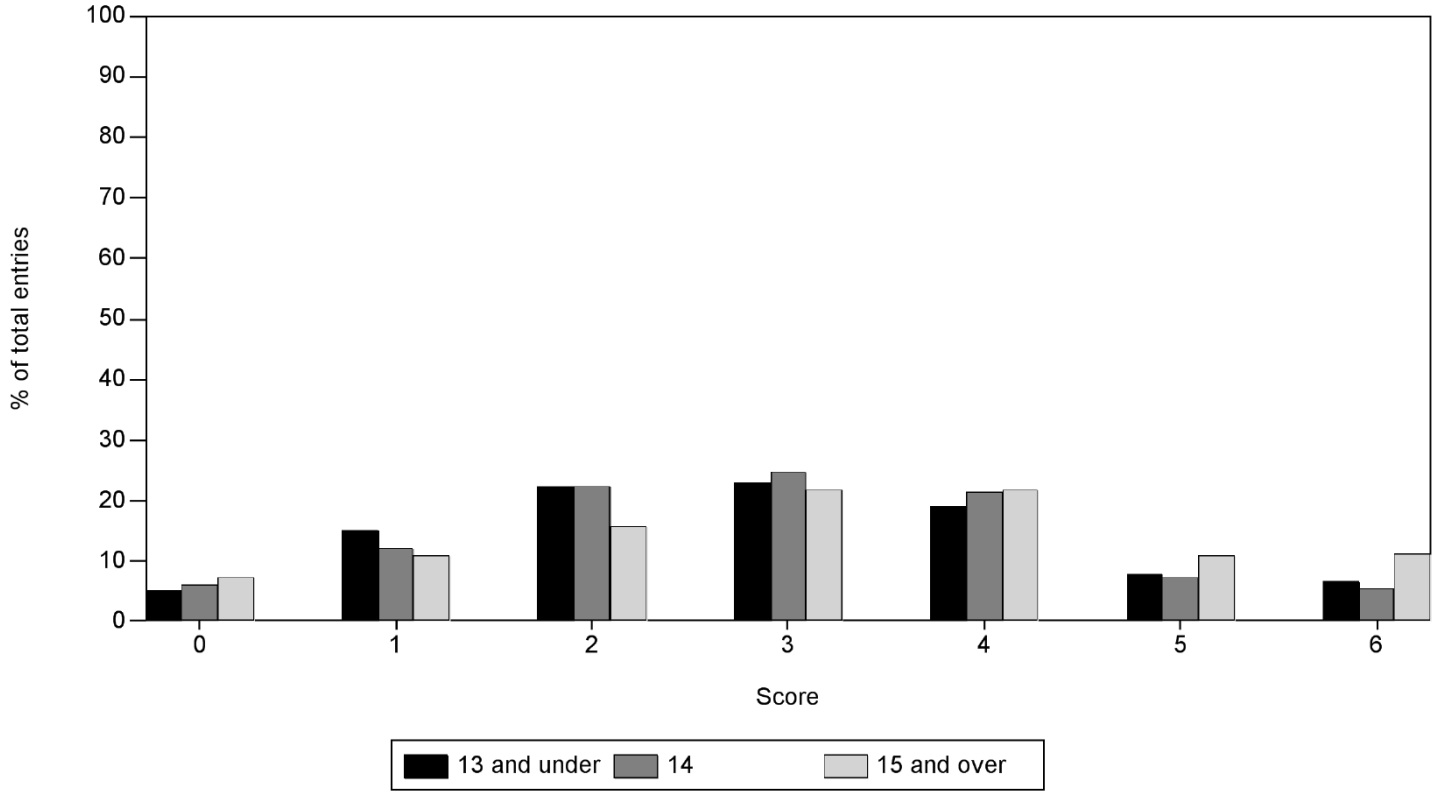


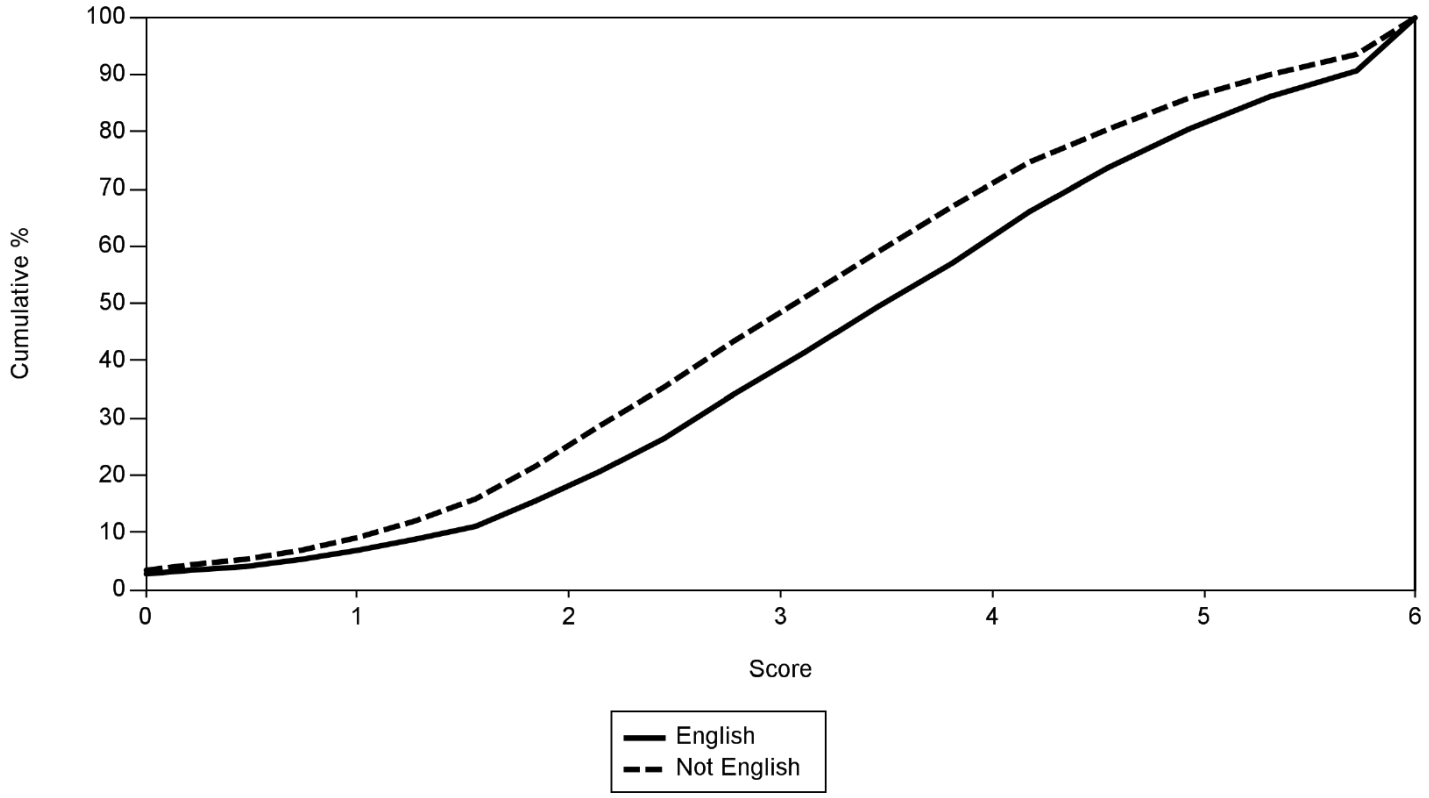
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's first language.



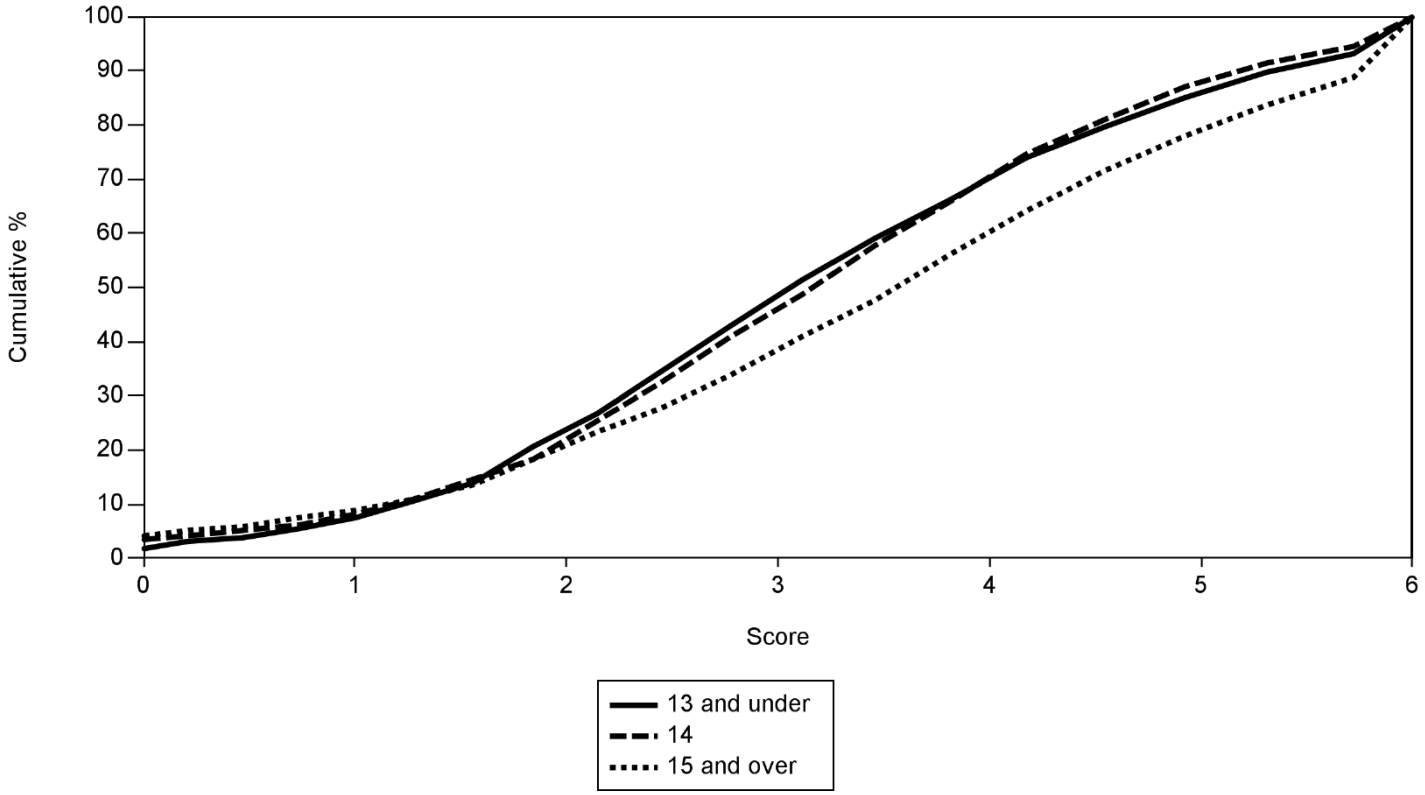
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's age.



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

- Many learners could have gained more marks by showing their method or working. Frequently, just the final answer was offered as a response, and incorrect answers lost all available marks. Although there seemed to be an increase in the amount of working seen, it often proved to be difficult to award marks because the working was presented in a haphazard manner. Sometimes figures were seen without a clear idea of what was being attempted, and working resembled jottings rather than a structured response. Learners will benefit from setting out their method clearly and logically so that part marks may be easily identified and credited.
- Questions involving numbers were usually well answered. However, more abstract mathematical concepts and questions requiring problem-solving skills were less well done, with many learners unsure of whether their answer was appropriate or not.
- The use of mathematical equipment was less sound than expected. It was frequently found that, although a compass would be used, its use was not always consistent with the context of the question.
- In questions that involved problem solving and multiple stages of working, learners had difficulty communicating their method through their working and instead presented Examiners with jottings and unconnected calculations. Unclear working made it difficult for Examiners to award learners with marks for their method.
- Questions that learners found more challenging were: **8**, **10(b)**, **16(a)**, **18**, **19**, **20**, **22**, **27** and **28**.
- Questions that learners found easier were: **1 – 7**, **10(a)**, **14**, **17**, **21**, **23** and **25(b)**.

Question 1

This question was very well attempted. The last three values were always correct. Some learners lost the mark for the order of 0.7 and 0.75, the first two in the list. A small number of learners wrote the list in reverse.

Question 2

This question was usually answered correctly. Those who gave a different answer were sometimes able to gain the method mark, although this was often not discernible enough to be awarded any credit. Common errors were: subtracting 3 rather than 7, and adding 7.

Question 3

This question was usually well attempted. $8e$ and $2 + 6 \times e$ were the most common incorrect answers seen. Some learners chose to tick more than one box.

Question 4

This question was very well attempted. Learners who did not gain this mark usually did so because of an arithmetic error.

Question 5

A very common incorrect answer was $p + n$. $\frac{p}{n}$ was also seen, as was no attempt at all.

Question 6

This question was usually answered well.

(a) The errors on this part came from either writing both as divide or not using the correct value with the correct multiply and divide sign. The values seen were usually less than 1000. Divided by 1000 for both answers was a common error.

(b) This part was well answered. Common incorrect answers were 8.56 and 85 600

Question 7

This question was answered very well.

Question 8

Many other values apart from 6 were offered as the answer. 1005 was seen in the working fairly often but learners were challenged in finding the final correct answer. Some learners did not attempt this question.

Question 9

Both parts of this question were very well attempted, with the working often very clearly written. Learners seemed to have been taught how to do fraction work and could remember it well. The method mark, especially in **part (b)**, was sometimes lost due to incorrect attempts at finding a common denominator.

(a) Sometimes $\frac{8}{10}$ was given as the final answer, as a result from $\frac{7}{10} + \frac{1}{10}$, and from arithmetic errors.

(b) Learners had difficulty working with the larger numerators in **part (b)**.

Question 10

This question saw a very mixed set of responses.

(a) This part was generally answered very well, with 1918 seen as a common incorrect answer.

(b) Learners found this part challenging. A common incorrect answer seen was 1.4

Question 11

This was a very well answered question with most learners gaining the mark. Selecting 12 cm or 30 cm were common incorrect answers.

Question 12

Many learners were able to score at least 1 mark on this question. $\frac{5}{6}$ was often placed in the wrong column. A significant number of learners did not attempt the question or mixed the fractions up completely. Very few learners showed evidence of converting the fractions to decimal form.

Question 13

The first answer (4) was almost always correct. The last answer (8) was more often incorrect, with –8 being a popular incorrect answer. Most learners were therefore awarded at least one mark.

Question 14

This was answered very well. 36 was occasionally seen circled in addition to 8 and 64.

Question 15

Learners who attempted this question often annotated the diagram, joining A and C and then B, F and E, and either gave an incorrect answer or no response at all. A mark was awarded more often for the 5, more so than a mark for the 3. The coordinate (5, 3) was often seen. Other common incorrect answers were (4, 4) and (2, 2).

Question 16

(a) Some learners did not seem to realise that they needed to use the exact values here, and often gave $\frac{30}{50}$ and $\frac{70}{100}$, perhaps misunderstanding the word 'estimate' and rounding the given numbers instead. Many learners did not use probabilities, instead offering 31 and 73.

(b) Many learners did not compare the number of packets used. Some simply stated that Jamila used 100, or focused on the number of packets with no broken biscuits in them. For others, it was the closeness of the probability to 0 that seemed relevant, which led to them incorrectly choosing Lily.

Question 17

Most learners were credited with the 2 marks available in this question, as most learners who reached $20 - 10$ were able to successfully complete the question. A common incorrect answer was 278, as a result of $(360 \div 5 \times 4) - 10$. Others used 10^2 in their working.

Question 18

(a) This part was more often answered correctly than **part (b)**, although 2^1 and 1^2 were common incorrect answers.

(b) Learners found this part much more challenging. Common incorrect answers seen were $2^{\frac{1}{3}}$ and $\frac{1}{2^3}$.

Question 19

(a) Most learners were able to see that they needed to talk about the 65+ age group; however, they were often unable to explain what they meant clearly enough to score the mark. A common error was to compare with the $0 - 14$ age group and to talk about the 65+ group 'living longer', rather than commenting on a bigger population.

(b) Some mixed answers were seen in response to this question. 1998 was a very common answer, as was 2000 and 2010.

Question 20

Few learners attempted this question. Alternatively, the number of faces was given, or an attempt at that value.

Question 21

This question was very well answered with the majority of learners gaining the mark.

Question 22

Learners were less successful with this question. A common incorrect answer was 10.58, as was 2.3^4

Question 23

This question was well attempted, with most learners able to find at least one of the values. Some did not go further than finding 15 and/or 21, and some did not explain that 36 was a square number. Some learners tried to solve this with expressions in *n*.

Question 24

This was generally well attempted, although the working was often not clear, nor well laid out. 40 needed to be associated with 40% or the total number of students, to gain marks. Many reached the point of 75%, but did not go any further to indicate that C was therefore 25%, or at least did not record this fact in their working.

Question 25

(a) This was well answered. 20 was a common incorrect answer seen, as was $\frac{1}{19}$ and 20 380.

(b) Many learners who did not gain the mark in **part (a)** still often scored the mark here. This part was answered very well.

Question 26

Although the question was generally well answered, $\frac{2}{3x}$ was a common incorrect answer.

Question 27

This question was answered quite well. Many learners were able to draw the correct boundaries, but then many gave R at the intersection of those lines rather than as a whole area. Failing to draw the full extent of the circle to cover the whole garden was a common error, as was drawing boundaries that did not meet. Learners should be encouraged to draw their answer more carefully.

Question 28

This question was not answered very well. Many learners were able to gain 1 mark for correctly substituting an incorrect first value into an equation, though many learners failed to equate the coefficients or failed to add or subtract consistently. Learners who did not show an algebraic method could not be awarded any credit.

4. Cambridge Secondary 1 Checkpoint Mathematics 1112

4.2 Comments on specific questions – Mathematics 1112 component 02

General comments

Many learners might have gained more marks by showing their method or working. Frequently, just the final answer was offered as a response, and incorrect answers lost all the available marks. Although there seemed to be an increase in the amount of working seen it often proved to be difficult to award marks because the working was presented in a haphazard manner. Sometimes figures were seen without a clear idea of what was being attempted, and the working did not communicate an effective method for credit to be awarded. Learners will benefit from setting out their method clearly and logically so that method marks may be easily identified and credited.

Questions that learners found challenging were: **5**, **6**, **9(b)**, **14**, **16**, **18**, **21**, **25** and **26**.
Questions that learners found easier were: **9(a)**, **10**, **11**, **13** and **19**.

Question 1

Both parts of this question were answered well.

(a) Common incorrect answers were 20 000 and 18.000

(b) Common incorrect answers were 2.2, 2.10 and 2.1000

Question 2

This question was not answered as well as might be expected. 25, 30, 625 and 95 were often seen as incorrect answers.

Question 3

This question was well answered. Common incorrect answers were 1775 and 2.775.

Question 4

This question was generally answered well.

(a) Most learners answered this part correctly.

(b) Responses to this part tended to vary.

(c) Those who gained 1 mark for **part (a)** often scored the mark for **part (c**) from 100°– **(a)**.

Question 5

Few learners answered this question well. The decimal part of the division as a whole number, i.e. 7 142 857, was often given as the answer here, as was 2 and 493.71…

Question 6

There were few successful responses to this question. Those learners who ticked Blessy often gave explanations which were not clear enough for credit to be awarded. Learners often wrote about 'results' rather than 'frequencies'. A good number of learners ticked Ahmed and commented that his frequencies were all the same, suggesting that the term 'biased' was not well understood.

Question 7

This question was generally well answered. Some learners drew the rectangle touching C, others drew the rectangle in the right place but at 90°, and some misjudged and drew the rectangle one square over.

Question 8

In general, this question was answered well.

(a) 81.25 and 71.875 were common answers. Most learners gave all the decimal places.

(b) 0.09375 was a very common incorrect answer, which is the result of $\frac{13}{16} - \frac{23}{32}$, suggesting that learners misread the question. A good number of learners gained the follow through mark from their answers to **part (a)**, but a significant number of learners offered a fraction as an answer rather than a decimal.

Question 9

(a) This part was very well answered.

(b) A very common incorrect answer was $n - 3$. Most learners gave an expression with $3n$ or $-3n$ in it. A number of learners gave answers that started $n =$... which gained no credit.

Question 10

This question was generally well answered. Those who did not score the mark often had many colours listed.

Question 11

Most learners were able to measure the lines and use the scales correctly, gaining full marks. Those who did not gain full marks often were not able to use the scales, giving, for example, 5000 as an answer. Some simply offered $50 > 40$ and some used a nominal 100, getting answers of 5000 and 4000.

Question 12

This question was generally well answered. Some incorrect answers included times which were not part of the graph. Some learners incorrectly gave 11.45 and 14.00, 0900 and 1100, and 1200 and 2400.

Question 13

This question was generally well answered. However, some learners rounded the division to 11.8 or 11.87, and so could not gain the final mark.

Question 14

Many learners did not answer this question well. Most answers were horizontal, joining the point on the dotted line.

Question 15

This question was generally well answered. Some learners worked in degrees throughout their working. No credit was awarded for $200 - 120 = 80$.

Question 16

Nearly all learners knew they had to 'add up and then divide', but the values added, and the divisor used, were very varied. Common responses were 0 + 1 + 2 + 3, 14 + 19 + 11 + 6, 14 + 19 + 22 + 18, and dividing any of these by 4, 6, or 50 was seen. Answers of 2 or 1 (without seeing 1.18) were common.

Question 17

(a) 48 was very often correctly placed. 50.5 was often seen, as was 5.5 or 51. A few learners multiplied numbers from the table.

(b) Nearly all learners gained 1 or 2 marks for this question. A very few learners multiplied the figures, but many more did not correctly round their answer to the nearest minute.

Question 18

Learners found this question challenging. 2 was the most common incorrect answer.

Question 19

This question was generally well attempted. Most learners were able to gain 1 mark for a column for each of the drinks. A few drew bar charts or pie charts, which could not be awarded any credit.

Question 20

Few learners attempted this question.

(a) The few learners who attempted this question answered well. The most common incorrect answer was '$-4 < \times \leqslant 2$'

(b) 9 or y = 10 were very common incorrect answers to this part. A significant number of learners rearranged the inequality without simplifying it.

Question 21

Very few learners scored all 4 marks for this question. Most learners were awarded a mark for adding 88 to an area including pi, and were often awarded a mark for rounding their answer. A fair number of learners found 188 and then rounded to 18.288. Another common error came from learners failing to identify the area as a semi-circle.

Question 22

This question was well answered. A mark was often awarded for 3600, and for 0.02.

Question 23

Many learners were awarded 2 marks for this question from 3.6 as their answer and a trial of a 1 decimal place value in the table. Those who did trial a 2 decimal place answer often gave this as their final answer, for example, 3.62 was often seen.

Question 24

Learners were usually able to be credited with 1 mark for the working from this question. Answers were often left as 27.7, or only going as far as finding 72.2
12.5 was a common answer for those who subtracted the given values.

Question 25

In general this question was answered well. However, many learners simply subtracted the given values and gave 'Spain', or, simply gave 'Spain' with no other working, which could not be awarded any credit.

Question 26

Learners found this question challenging. Common incorrect responses included the middle bar, 40 – 45, 35 or 40.

4. Cambridge Secondary 1 Checkpoint Mathematics 1112

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

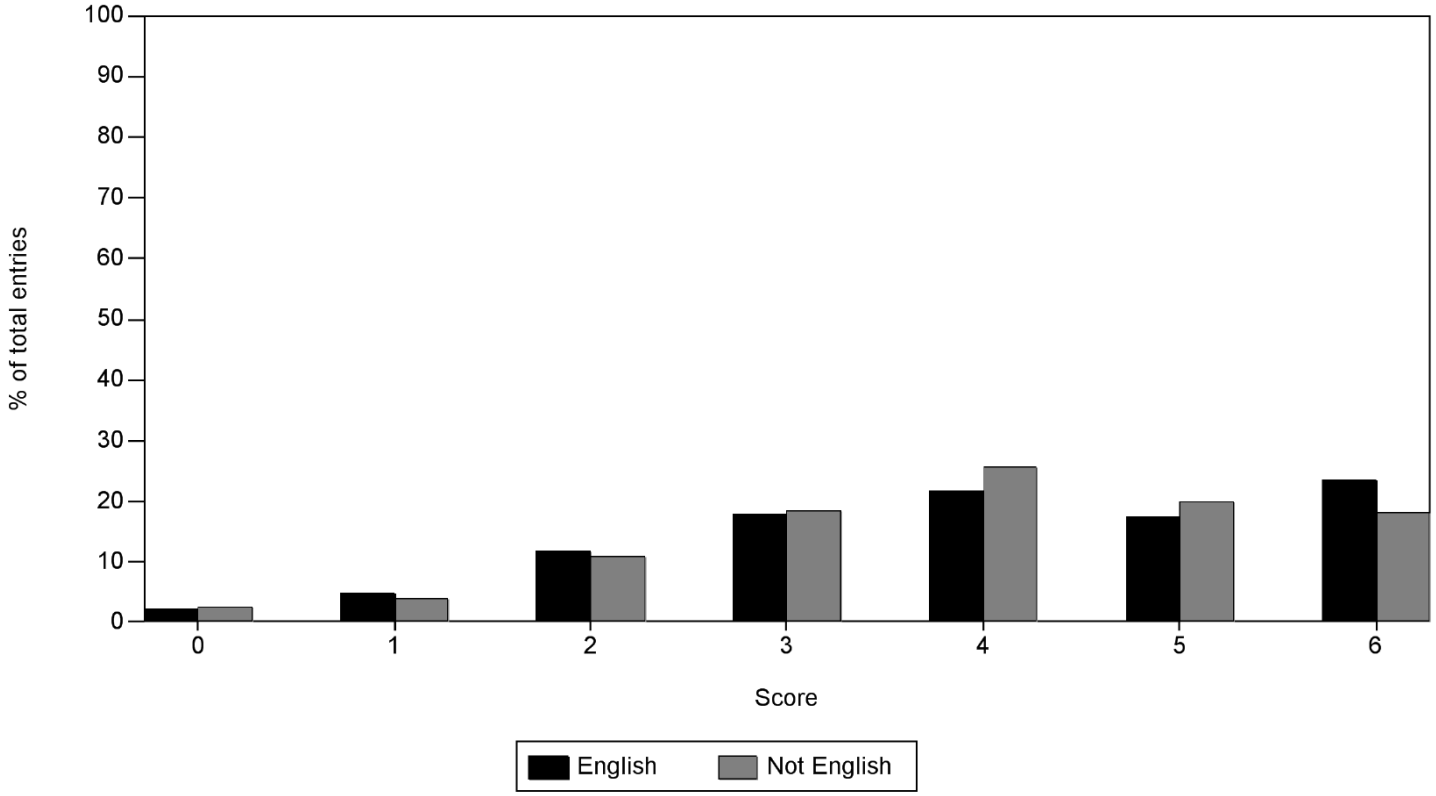
		Percentage of total entry	Average total score	Average Algebra score	Average Geometry and measure score	Average Handling data score	Average Number score
Age in years	**First Language**						
13 and under	Not English	14.1	4.3	4.3	4.2	4.2	4.4
13 and under	English	7.3	4.6	4.6	4.5	4.6	4.5
13 and under	All	21.4	4.4	4.4	4.3	4.3	4.4
Age in years	**First Language**						
14	Not English	46.5	4.3	4.2	4.3	4.2	4.3
14	English	10.5	4.1	3.9	4.0	4.1	4.0
14	All	57.0	4.3	4.1	4.2	4.2	4.2
Age in years	**First Language**						
15 and over	Not English	13.9	4.3	4.2	4.2	4.2	4.4
15 and over	English	7.7	4.5	4.3	4.4	4.5	4.5
15 and over	All	21.6	4.4	4.2	4.3	4.3	4.4
Age in years	**First Language**						
All	Not English	74.4	4.3	4.2	4.2	4.2	4.3
All	English	25.6	4.3	4.2	4.3	4.4	4.3
All	All	100.0	4.3	4.2	4.3	4.2	4.3

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

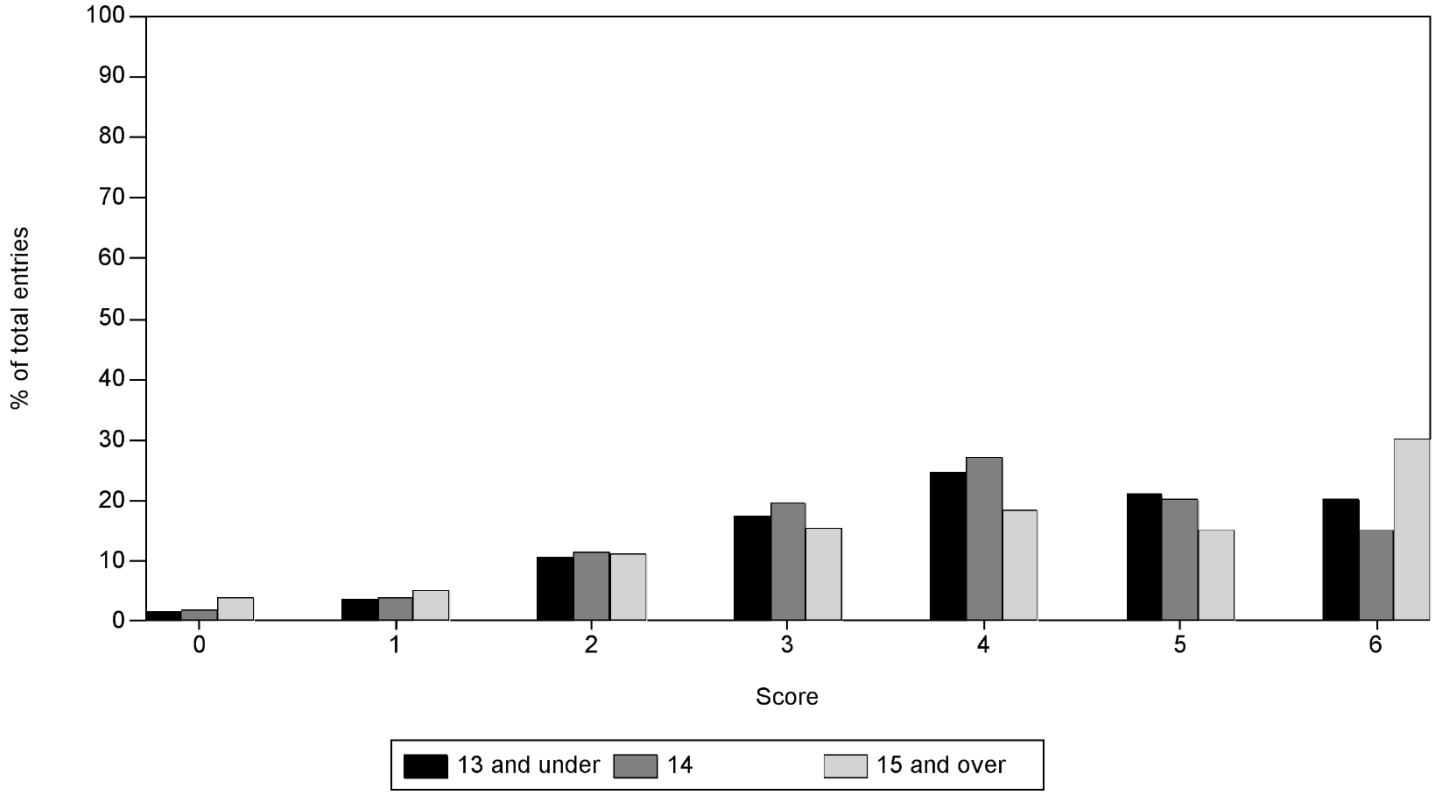
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value 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.

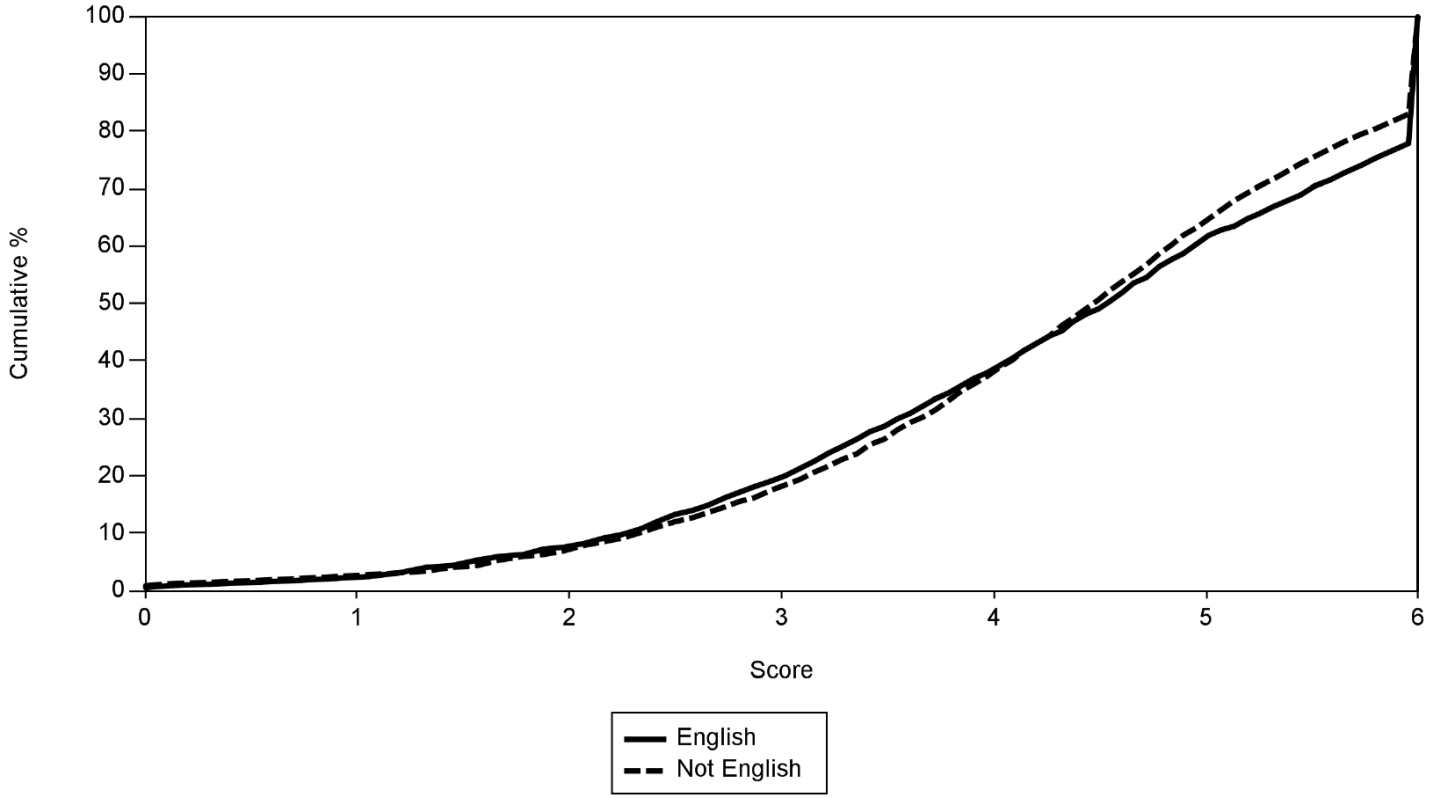
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics classified by student's first language.



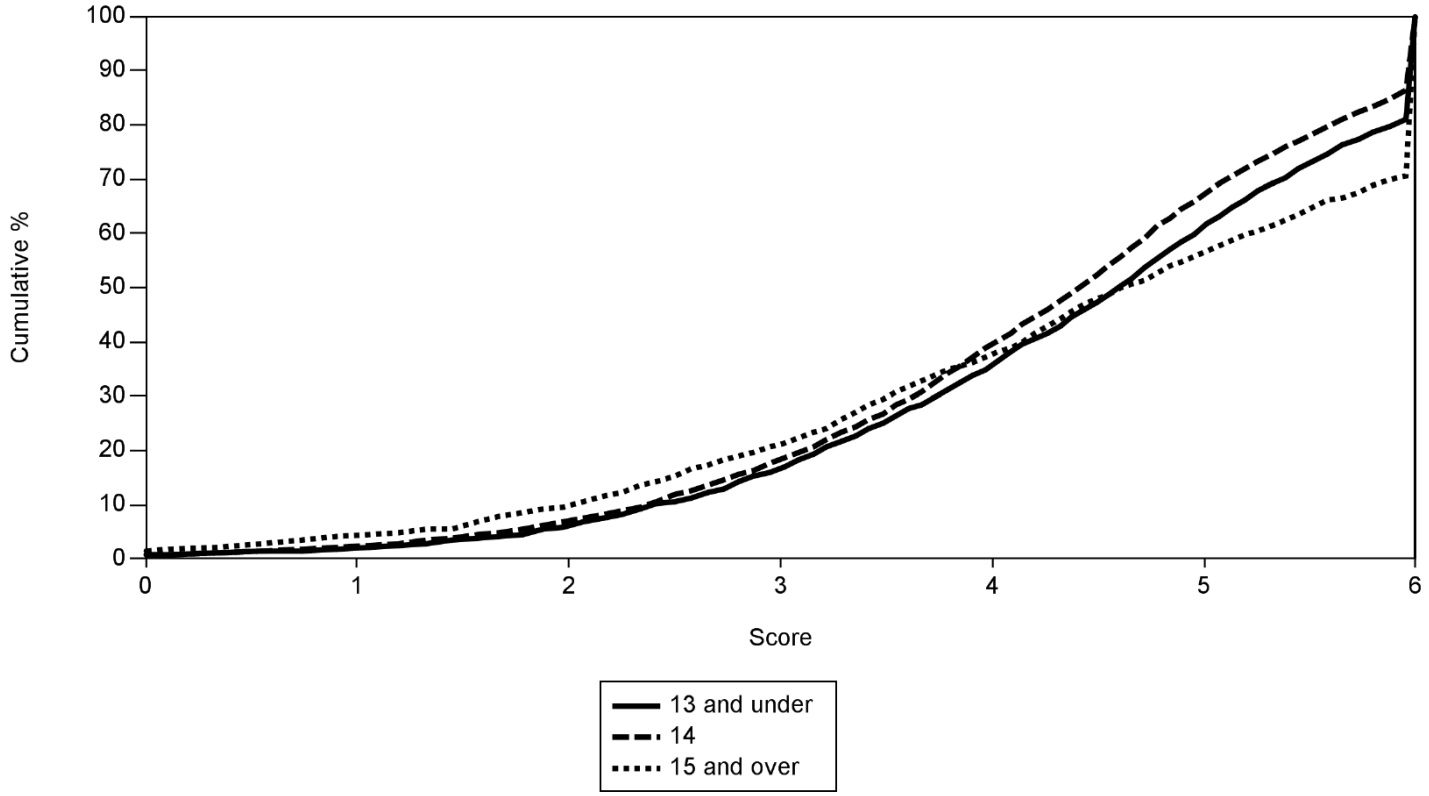
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics classified by student's age.



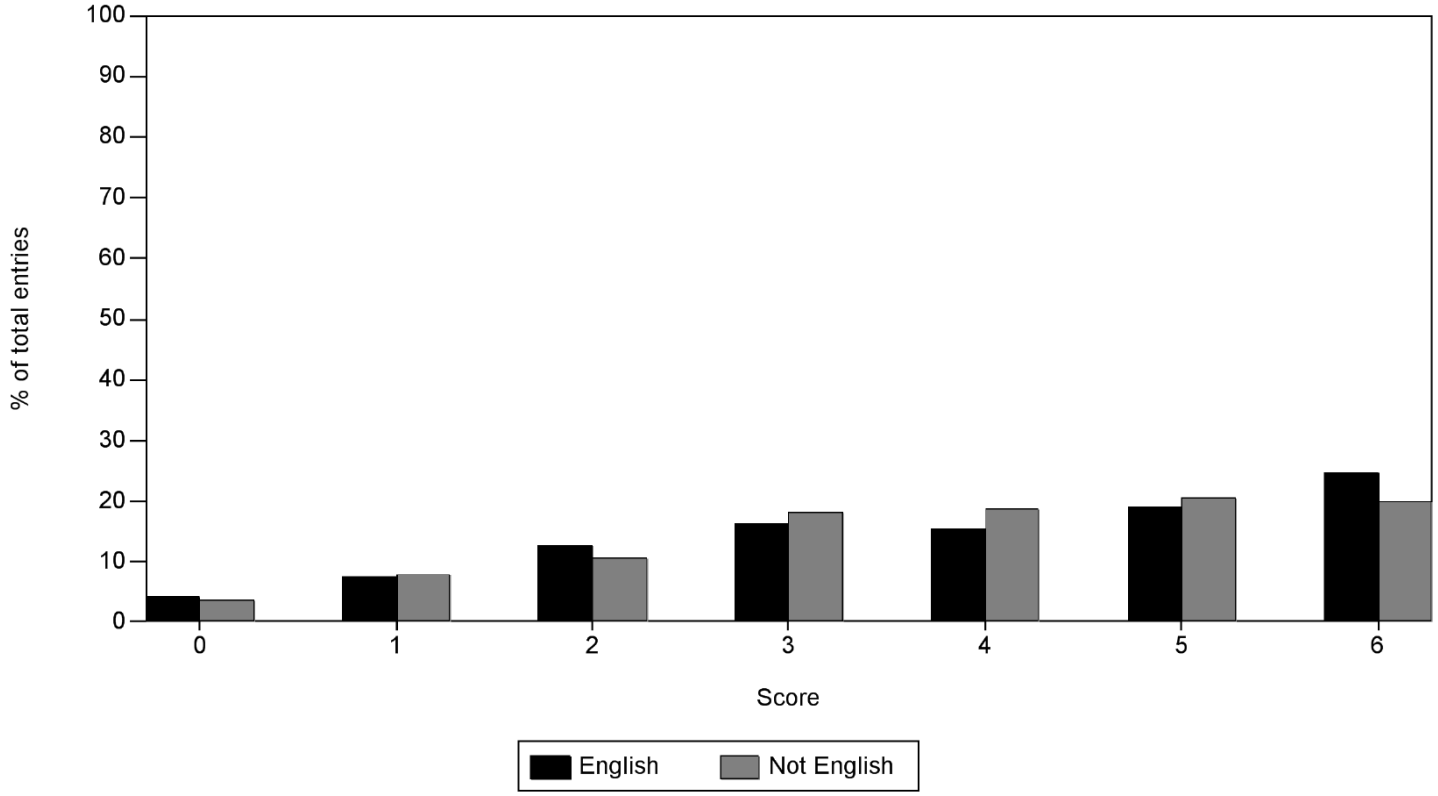
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics by student's first language, showing the cumulative percentage of the number of students at each score.



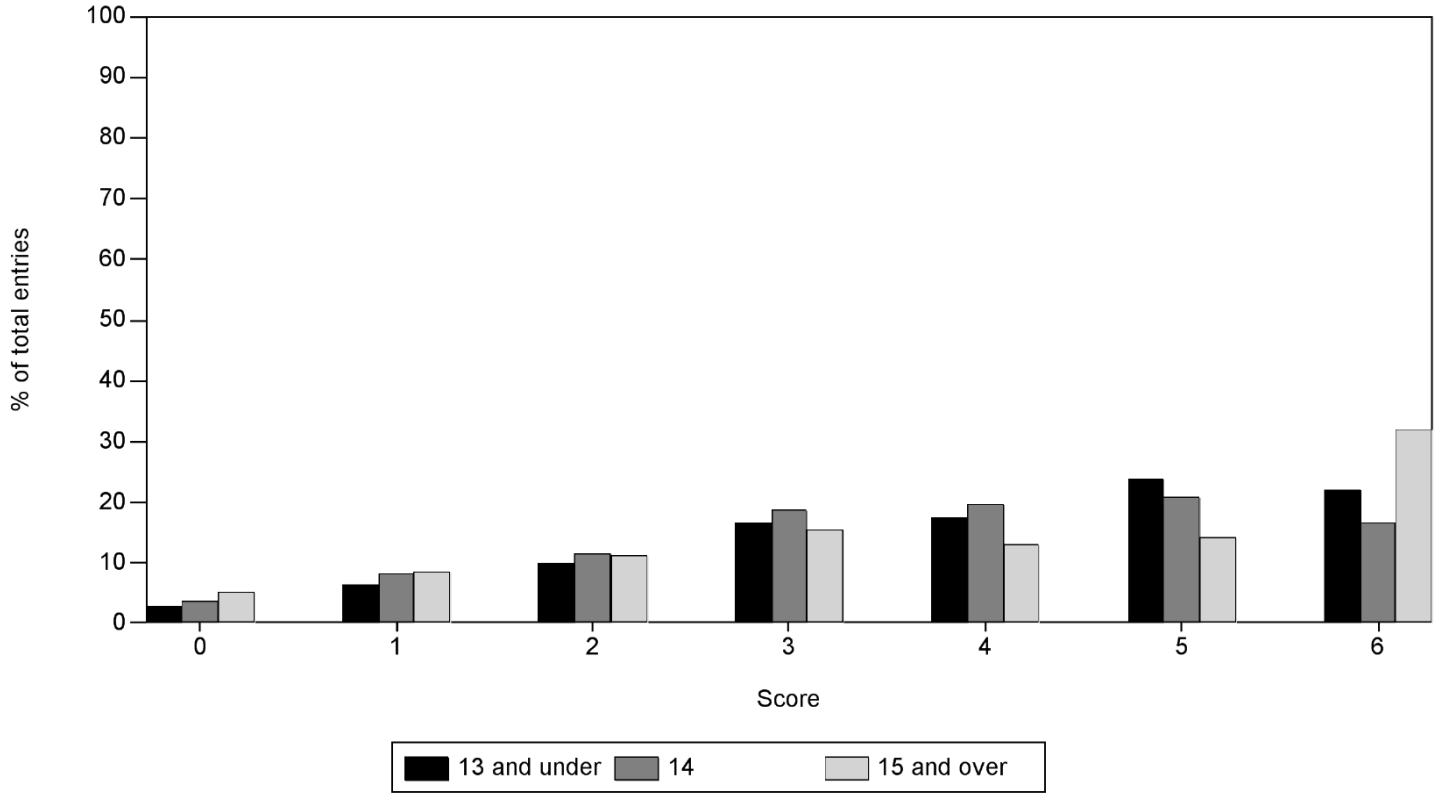
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics by student's age, showing the cumulative percentage of the number of students at each score.



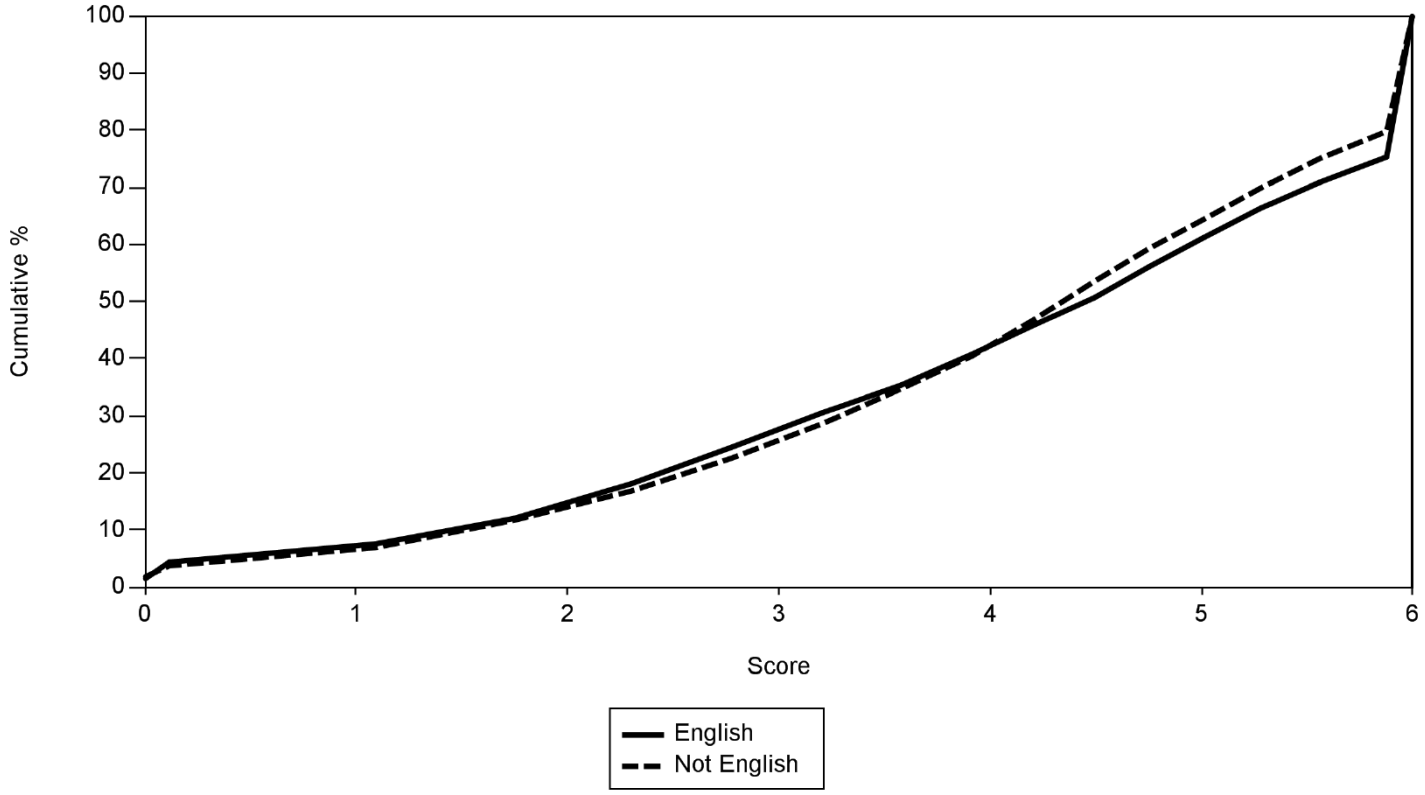
Distribution of Cambridge Secondary 1 Checkpoint Algebra score classified by student's first language.



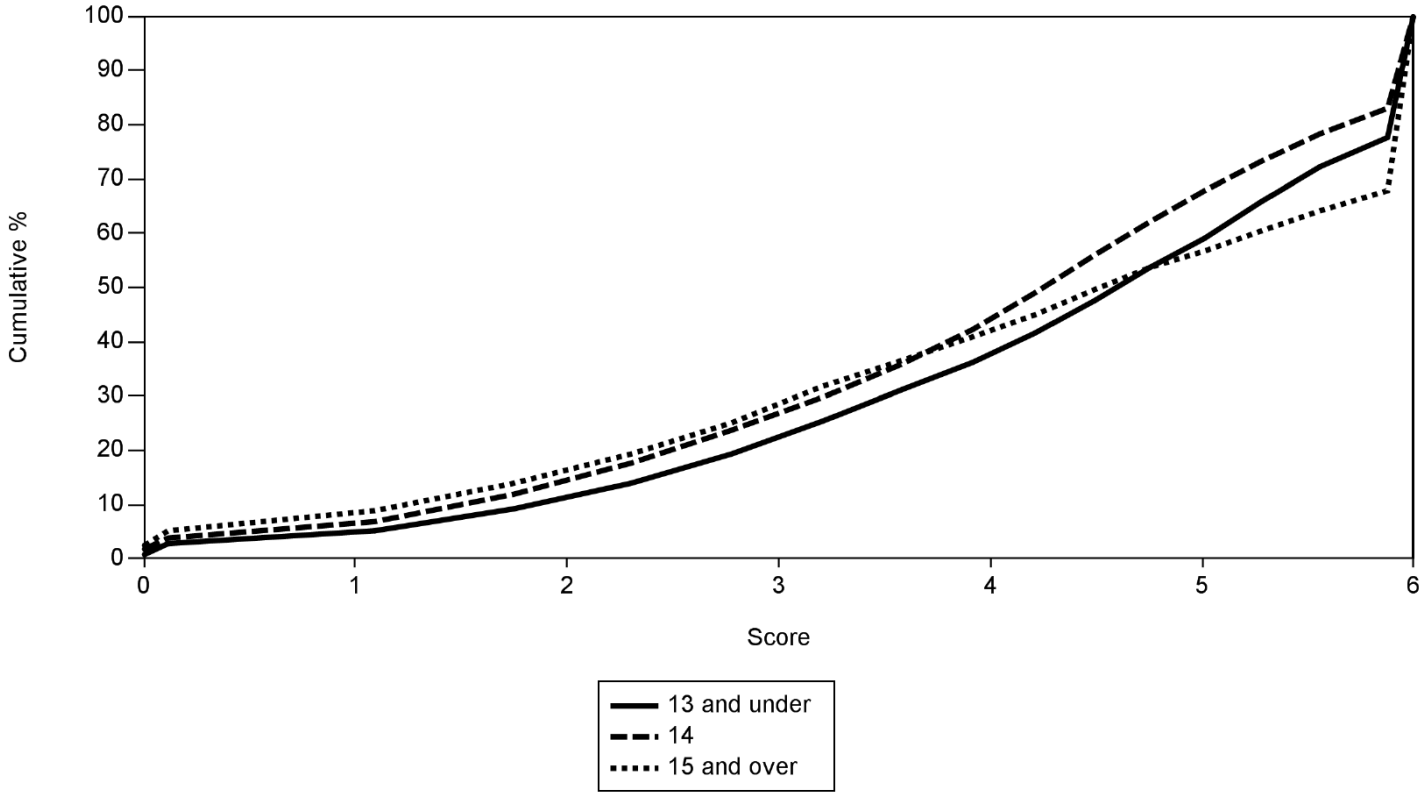
Distribution of Cambridge Secondary 1 Checkpoint Algebra score classified by student's age.



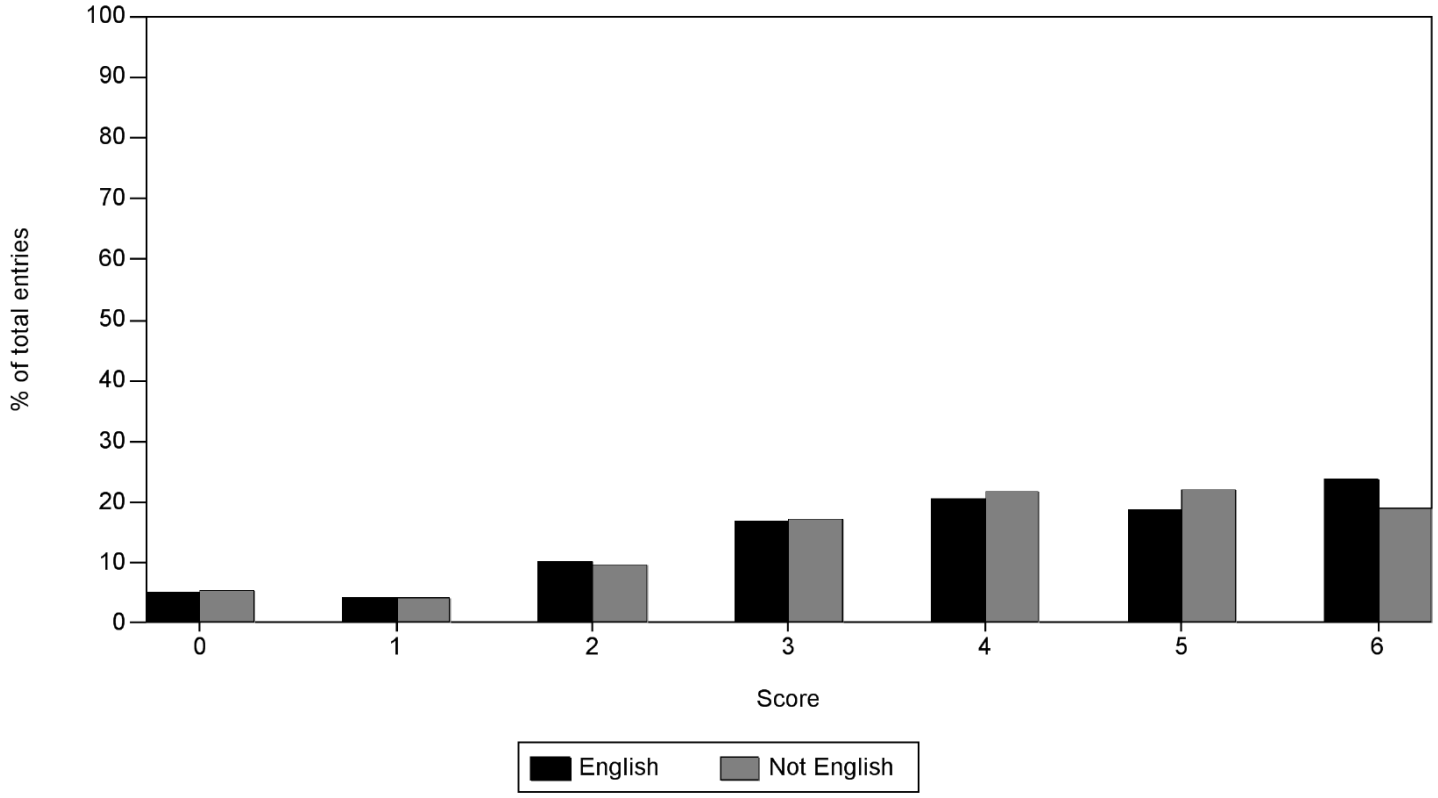
Distribution of Cambridge Secondary 1 Checkpoint Algebra score by student's first language, showing the cumulative percentage of the number of students at each score.



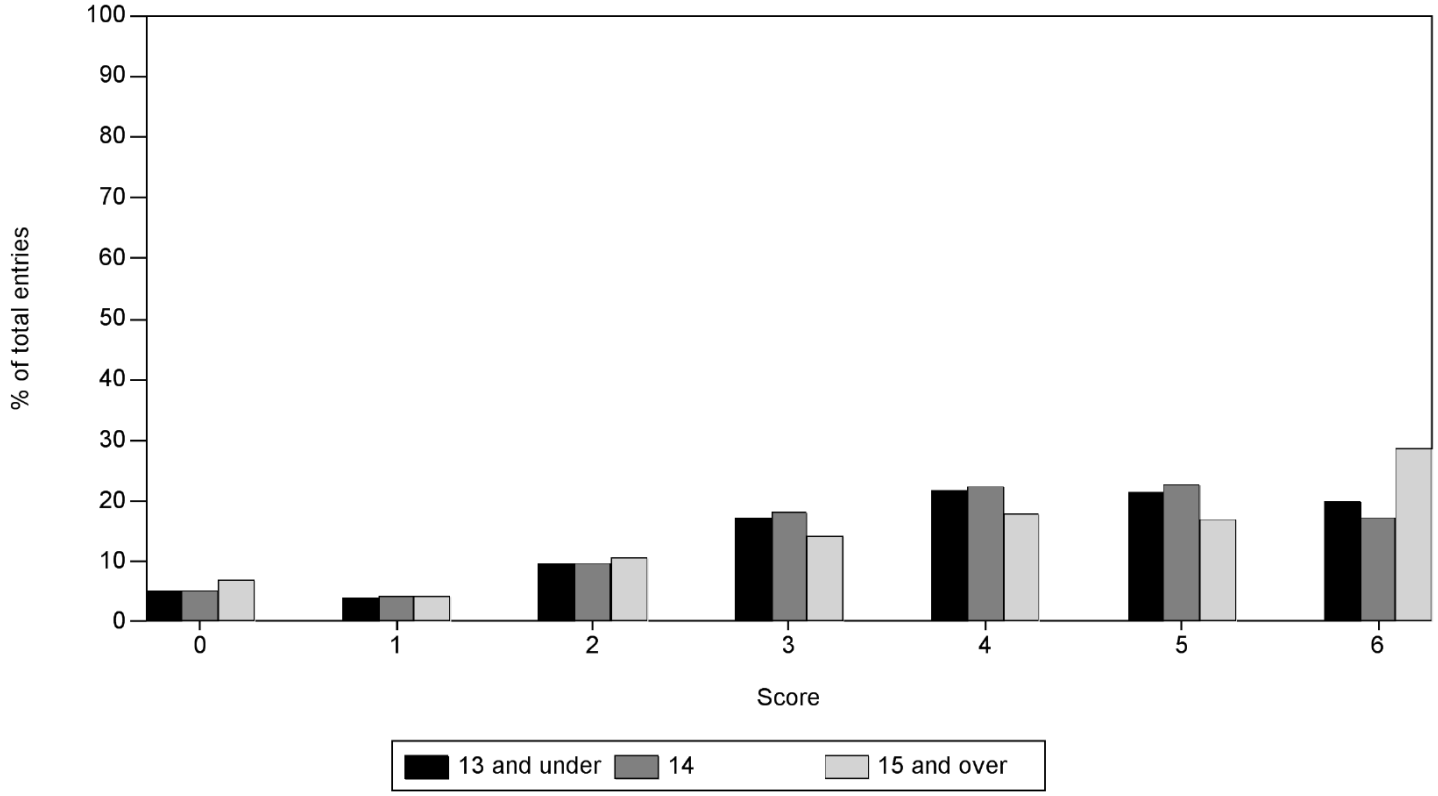
Distribution of Cambridge Secondary 1 Checkpoint Algebra score by student's age, showing the cumulative percentage of the number of students at each score.



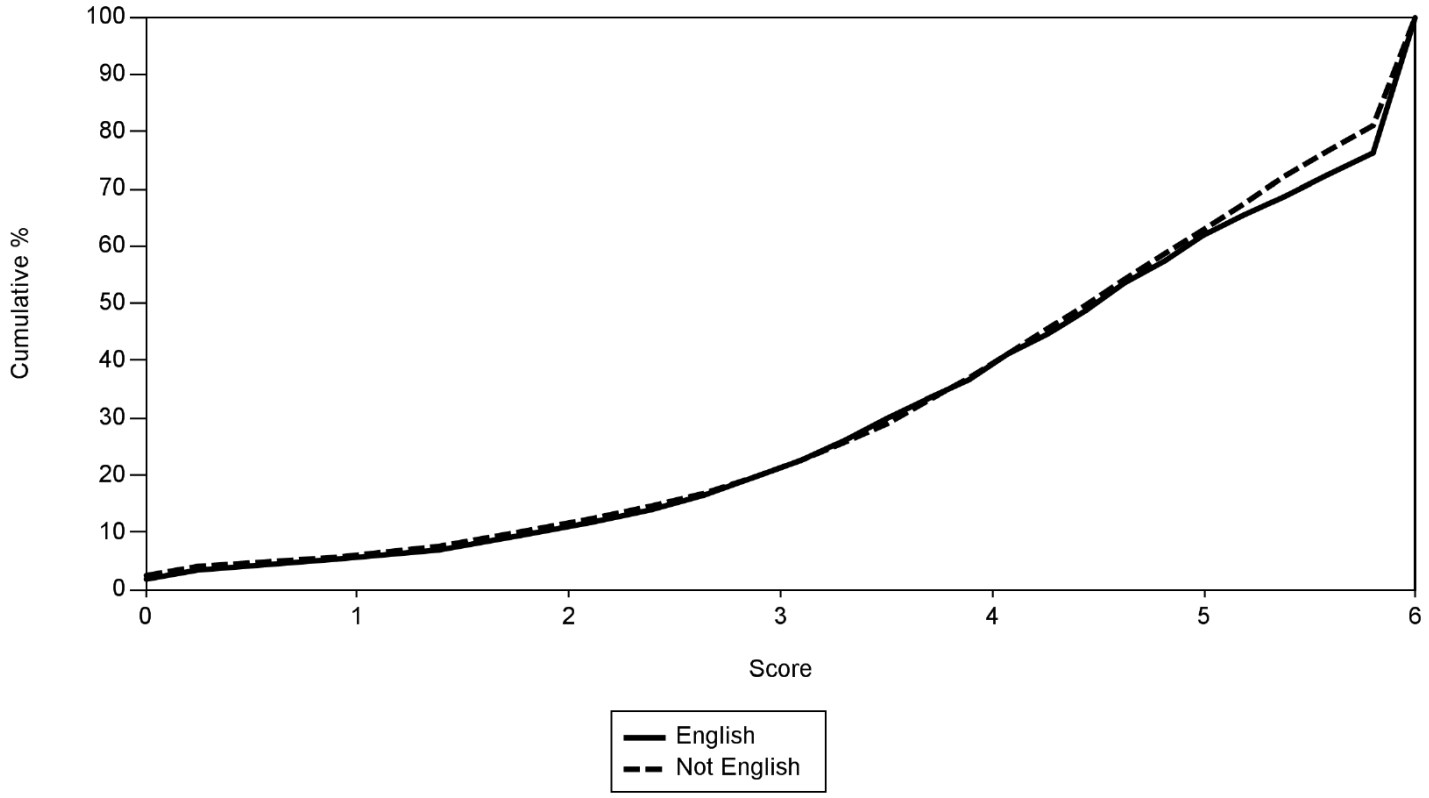
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score classified by student's first language.



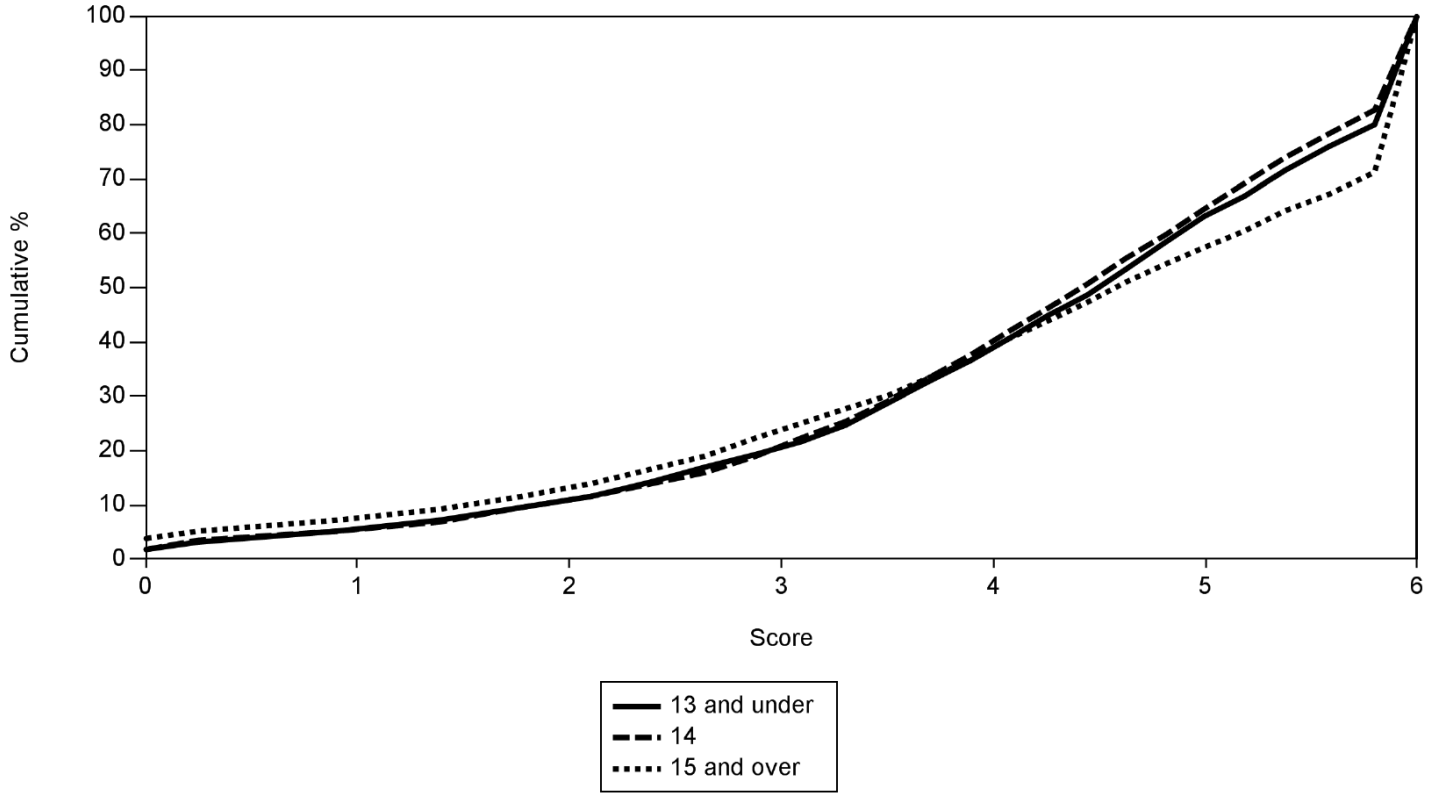
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score classified by student's age.



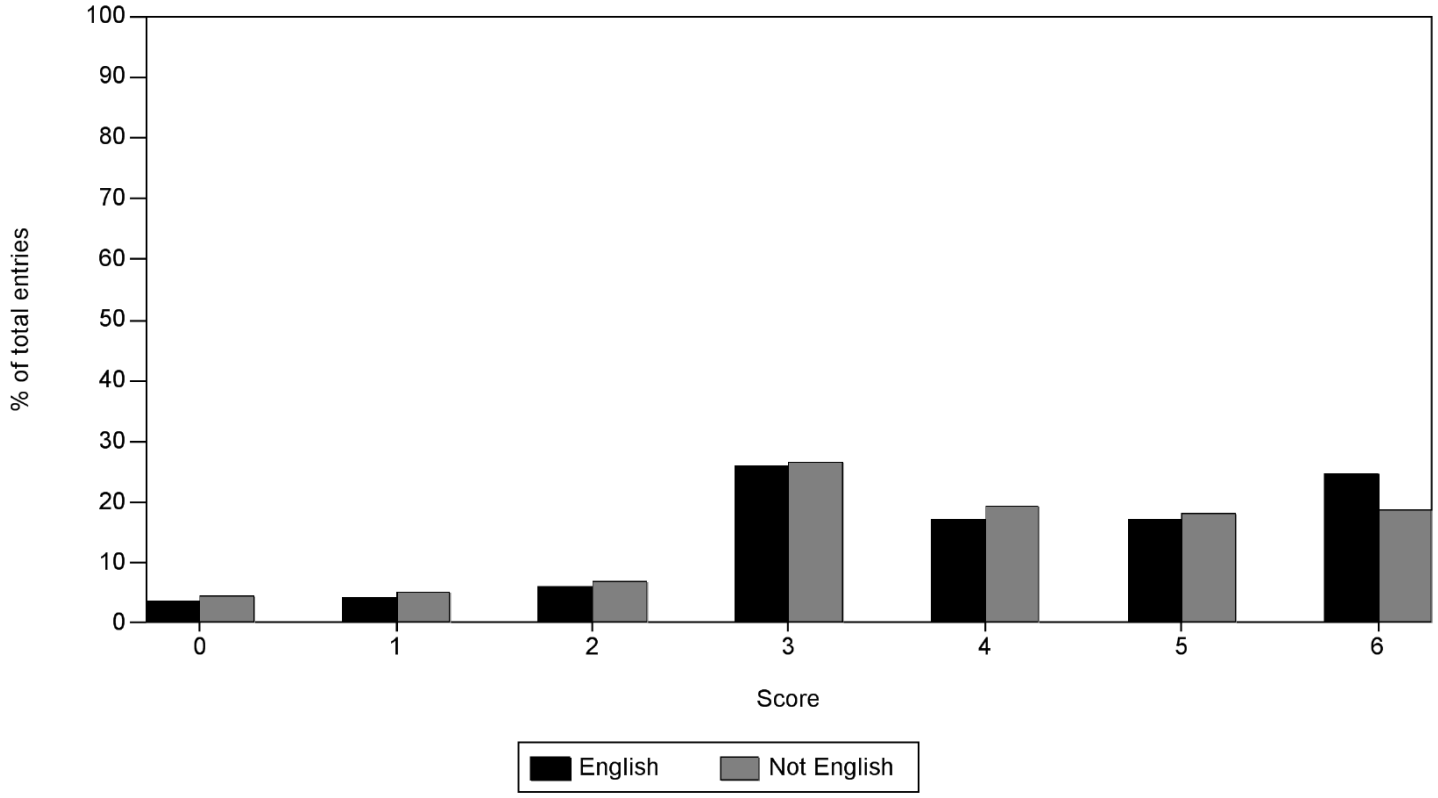
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score by student's first language, showing the cumulative percentage of the number of students at each score.



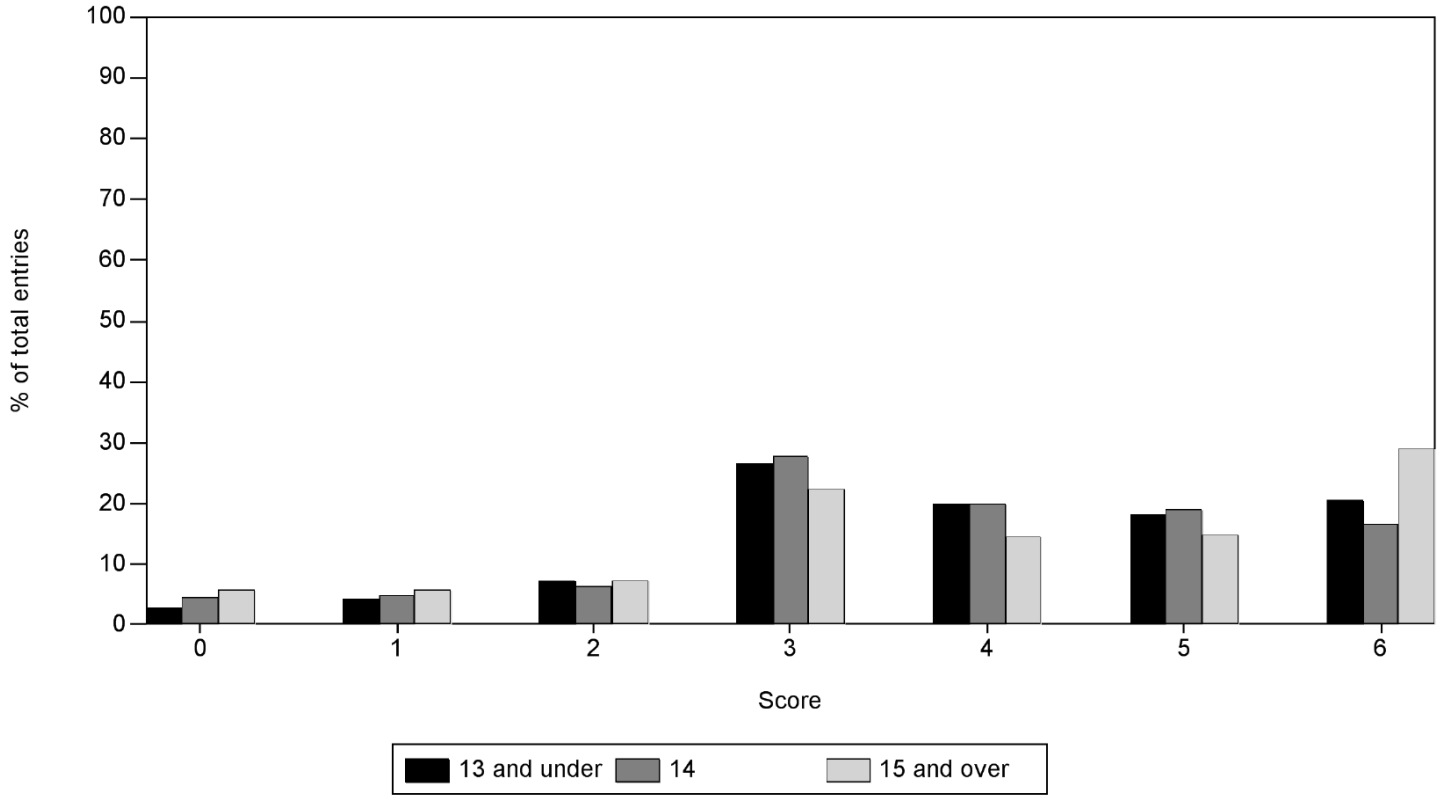
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score by student's age, showing the cumulative percentage of the number of students at each score.



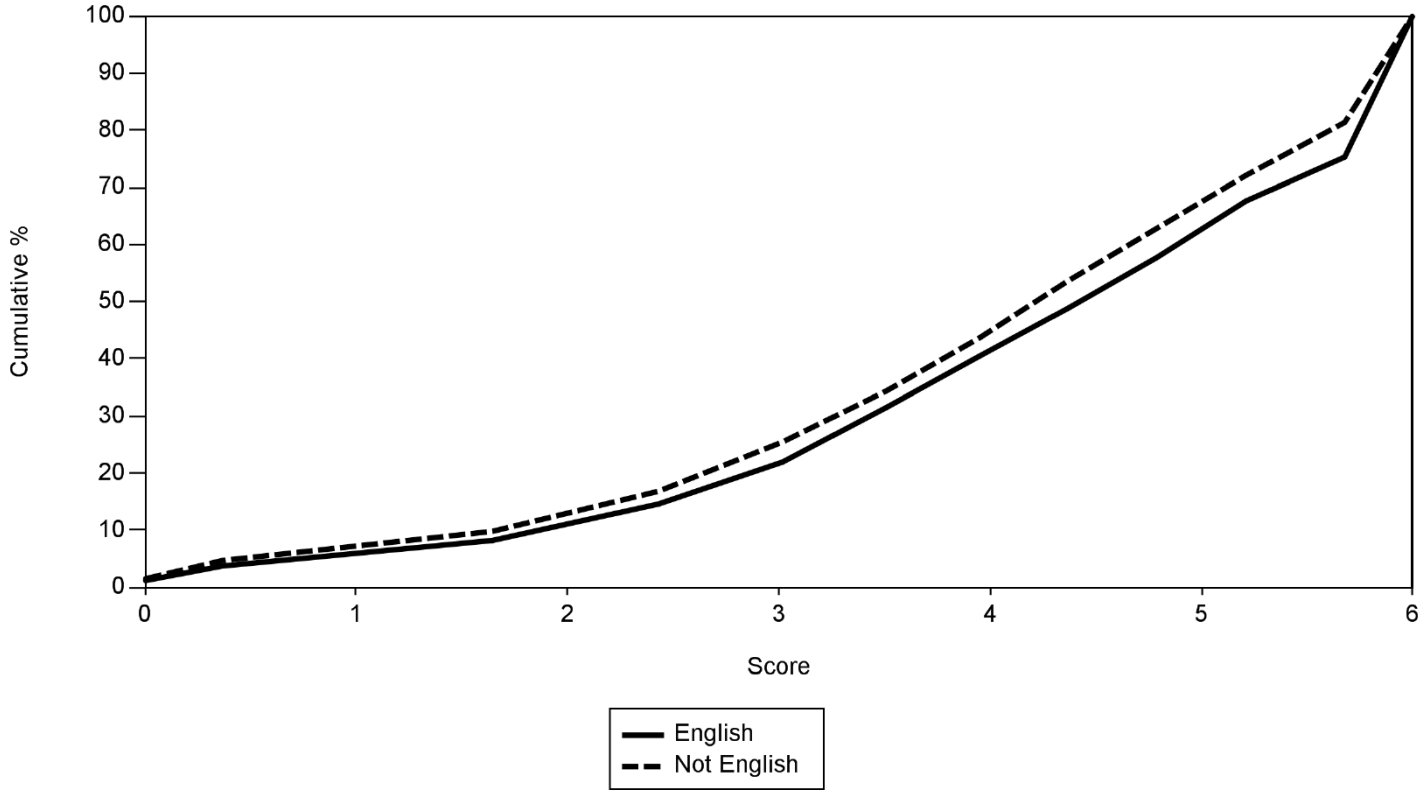
Distribution of Cambridge Secondary 1 Checkpoint Handling data score classified by student's first language.



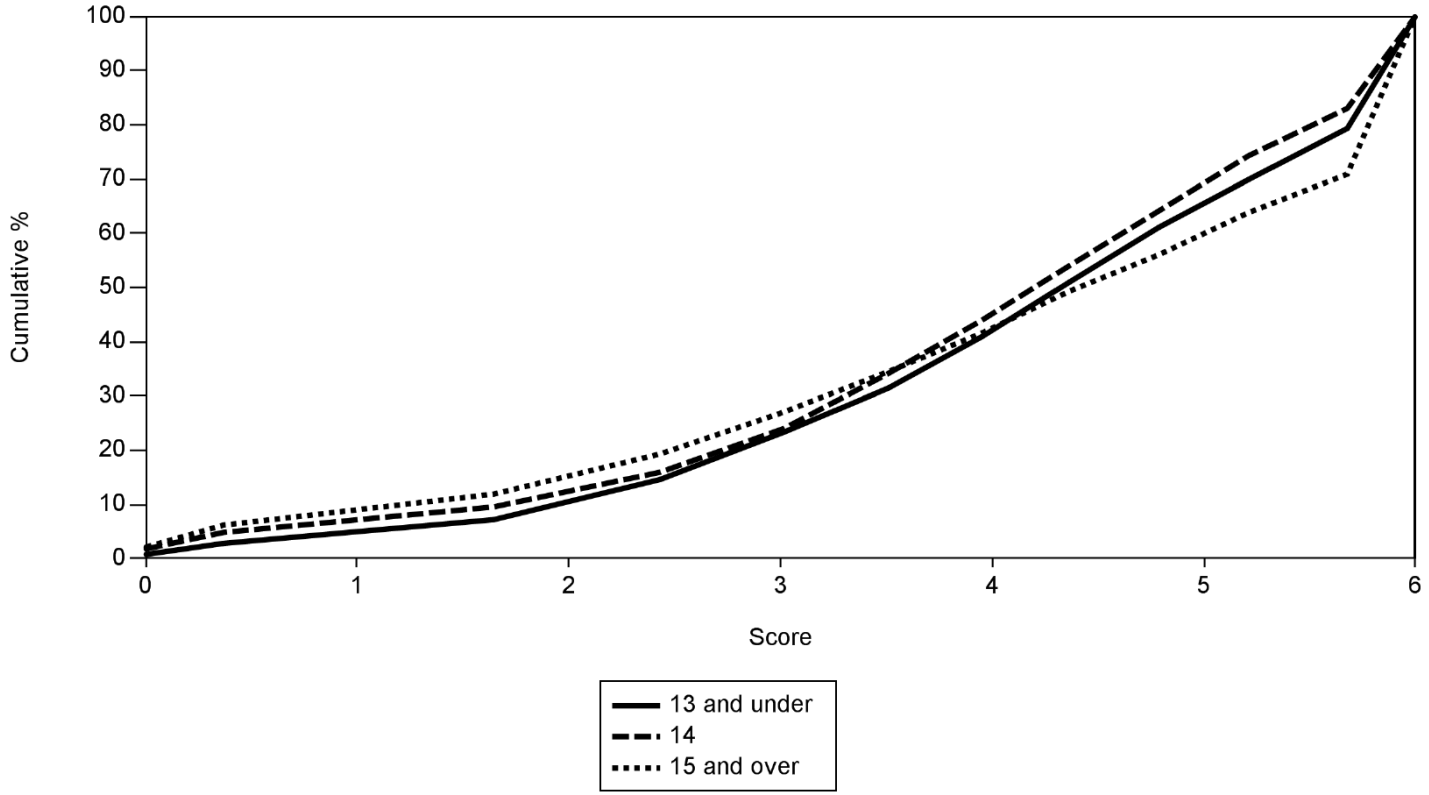
Distribution of Cambridge Secondary 1 Checkpoint Handling data score classified by student's age.



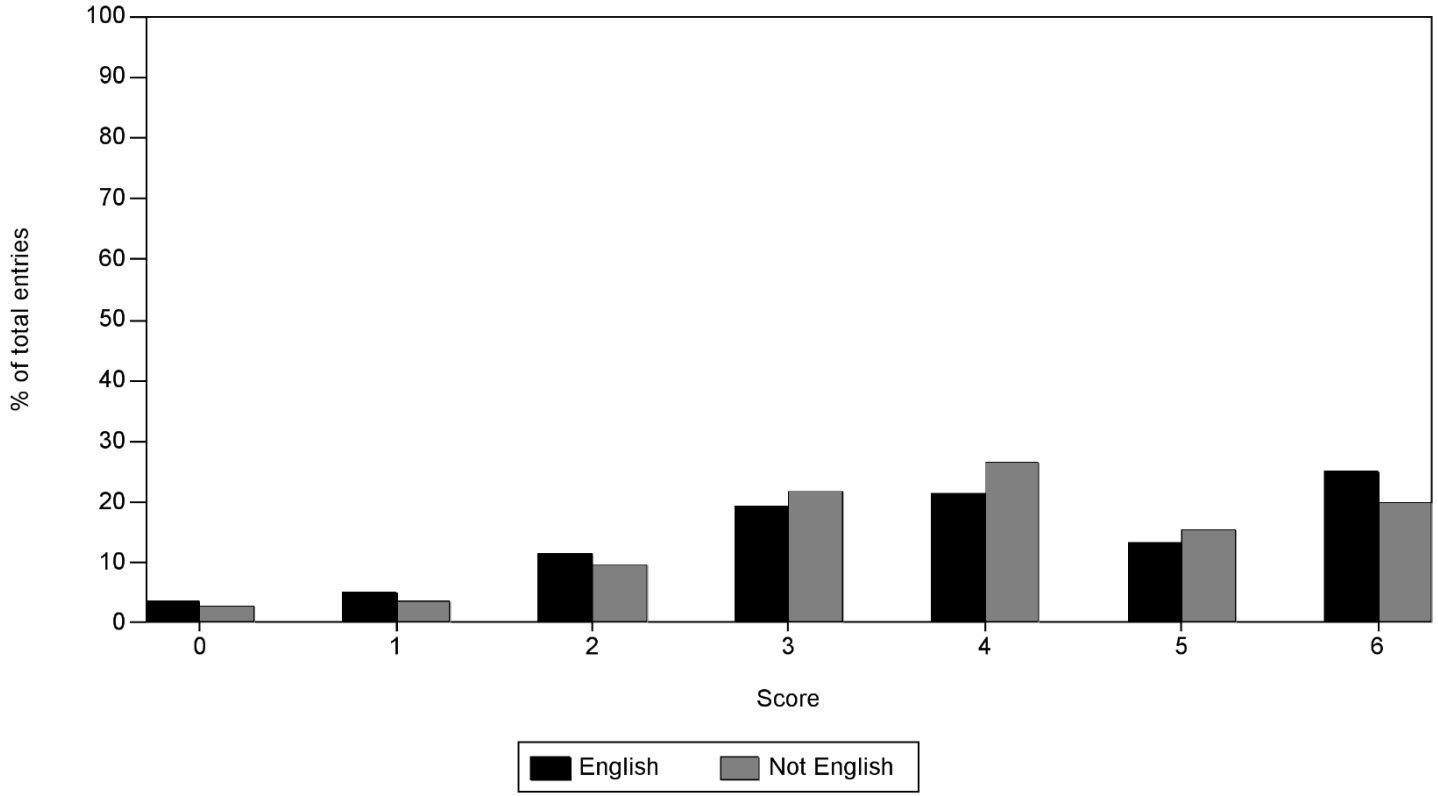
Distribution of Cambridge Secondary 1 Checkpoint Handling data score by student's first language, showing the cumulative percentage of the number of students at each score.



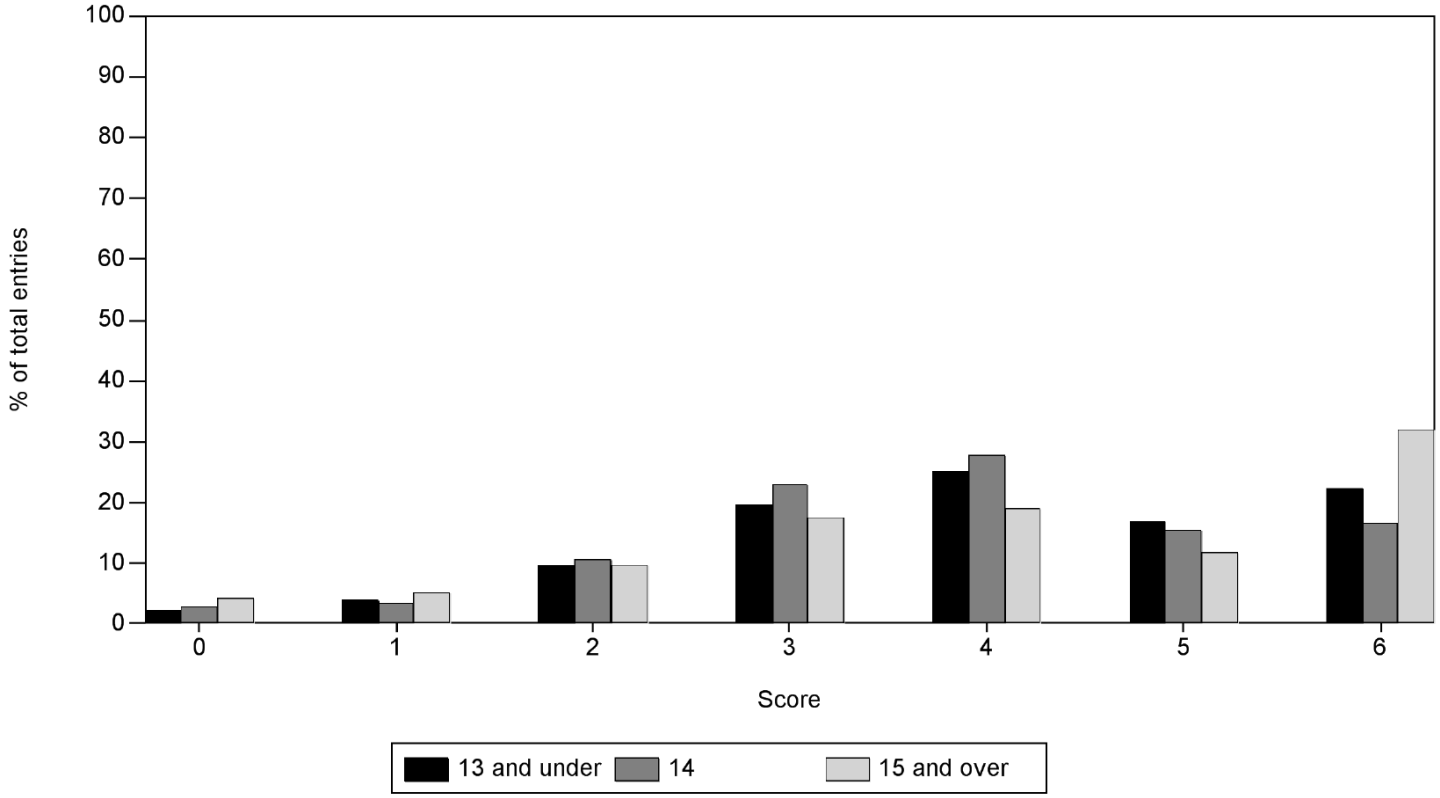
Distribution of Cambridge Secondary 1 Checkpoint Handling data score by student's age, showing the cumulative percentage of the number of students at each score.



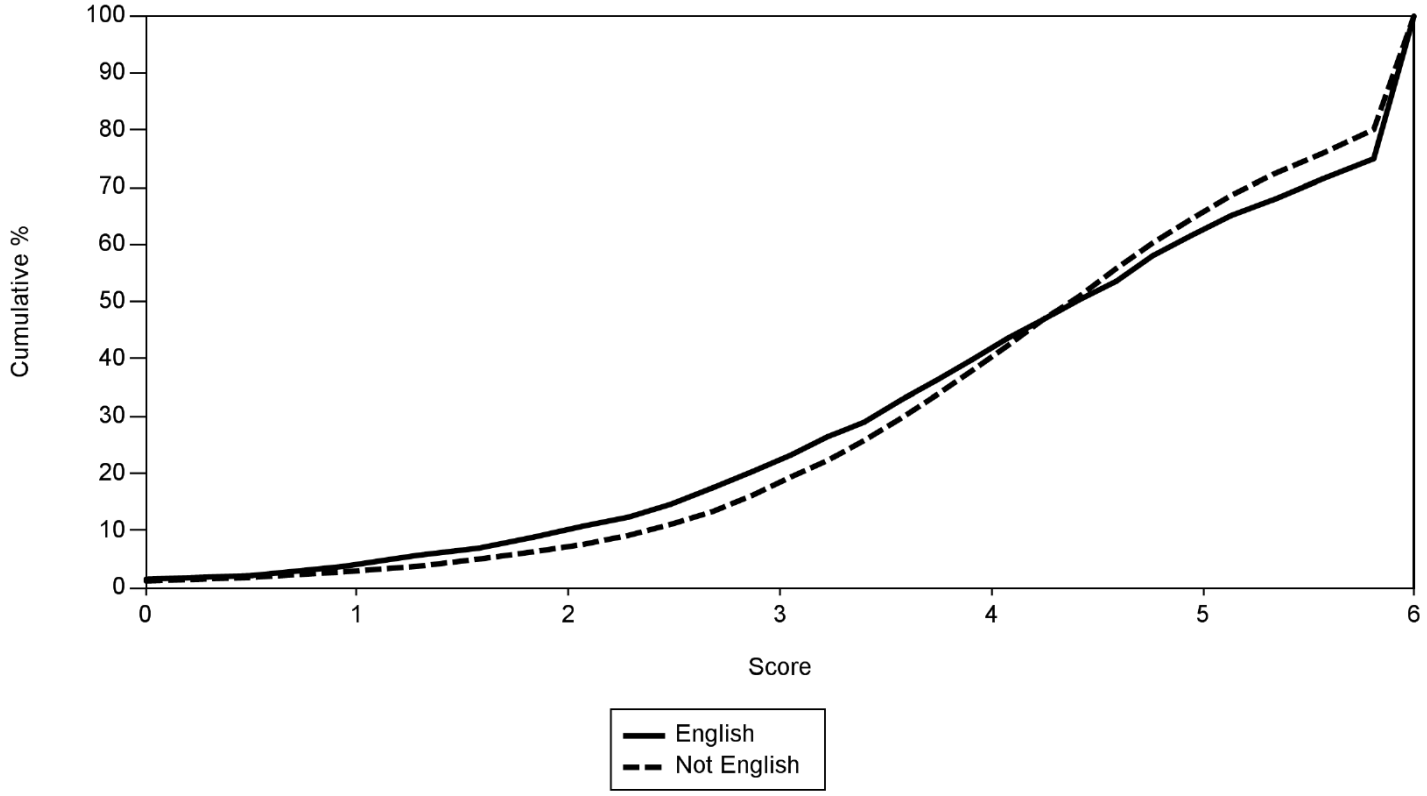
Distribution of Cambridge Secondary 1 Checkpoint Number score classified by student's first language.



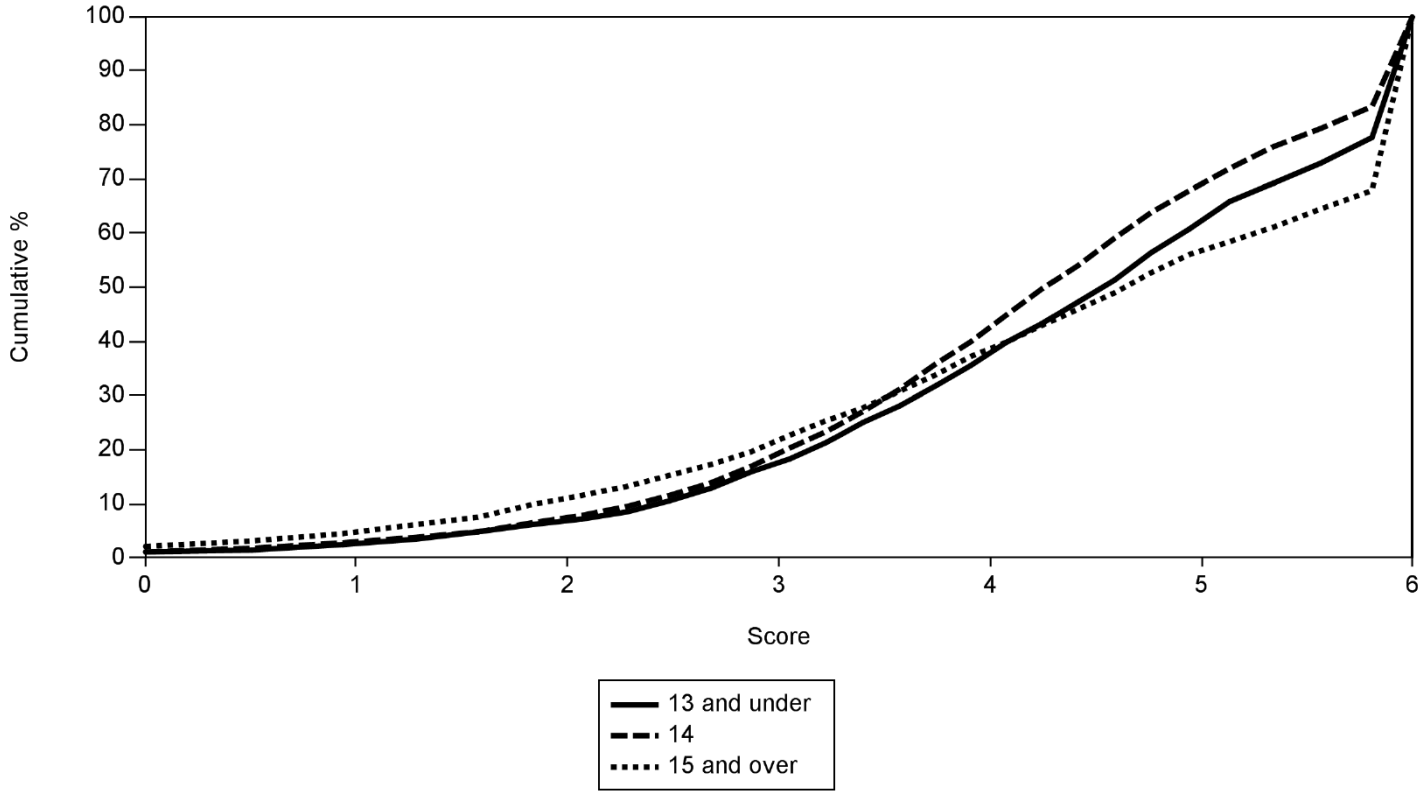
Distribution of Cambridge Secondary 1 Checkpoint Number score classified by student's age.



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. There was no evidence that the learners did not have sufficient time to complete the examination paper.

Learners found the question that assessed energy transfer very demanding. Answers given were often unspecific and did not give the required detail needed.

Learners need to ensure that they use the correct case when writing chemical formulae, units and pH.

Comments on specific questions

Question 1

This question was about cells found in plants.

(a) Learners were able to follow the rubric of the question and included both the ticks and the crosses. The learners were more likely to get the column for the plant cells correct. A common misconception was that animal cells do not have a cell membrane.

(b) Learners could often recall the function of the chloroplast and referred to photosynthesis by name. Many learners appreciated that the chloroplasts help to absorb sunlight.

Question 2

This question was about the materials used to make a motor car.

(a) Learners found this question straight forward. Some learners gave the name of the material rather than the part of the car; however if correct, this was given full credit in the mark scheme. Some learners thought that the wheel hubs were made from a non-metal.

(b) Many learners appreciated that steel needed to be strong, and only a small proportion chose one of the other options. The most popular incorrect option chosen was ductile.

(c) The idea that wires need to be made from a ductile material was less well understood by the learners. Strong was a very popular incorrect answer.

(d) The idea that steel does not rust, or rusts much more slowly than iron, was well known by the learners. Other learners appreciated that steel is both harder and stronger than iron. Some learners explained the importance of the advantage even though this was not needed in the mark scheme.

(e) Most learners could describe the meaning of the term transparent. Some learners explained the term in the context of the car windows and being able to see out easily, and others just gave a straight forward definition.

Question 3

This question was about coloured light.

Only a small proportion of the learners were able to correctly complete all four sentences. The learners were more likely to get the first two sentences correct than the two sentences about the paper and the filter.

Question 4

This question involved the interpretation of a simple food web.

(a) Most learners understood the term producer and selected organism **D**. The most common misconception was to choose organism **B**.

(b) Many learners understood the terms primary and secondary consumers and selected organism **B**. A common misconception was to choose organism **C**.

(c) A small but significant proportion of the learners did not appreciate that the direction of the arrow showed the direction of the energy transfer. The most common misconception was that the arrow showed which organism ate which organism.

Question 5

This question was about the reactivity series of metals and also assessed aspects of enquiry skills.

(a) Most learners could give an appropriate heading for the column. The most common heading was 'the number of bubbles'. With this answer there was no need to include any units within the heading.

(b) Most learners could count that there are 14 bubbles shown in the diagram.

(c) Most learners gave the correct order of metals. An error carried forward was allowed in this question for learners that had given an incorrect answer in **part (b)**.

(d) Learners often recalled that metals and hydrochloric acid react to make hydrogen. Only a very small proportion of the learners gave the name of the salt formed.

(e) A significant proportion of the learners did not attempt this question. Those that did answer the question often gave zinc chloride as the salt made. Only a very small proportion of the learners gave the incorrect name of zinc chlorine. Some learners gave both the gas and the salt in this answer; this was not given credit since the salt had not been identified. The formulae of the products of this reaction were seldom given.

Question 6

This question was about thermal (heat) energy transfer by conduction.

(a) A significant proportion of the learners did not attempt this question. Learners often appreciated that the energy transfer involved is conduction. The most common incorrect answers were melting and radiation.

(b) Learners found this question challenging and often just repeated the information in the stem by referring to the different times. The best answers appreciated that the rate of conduction varies with the metal used.

(c) Learners found this question quite challenging. Answers rarely mentioned the idea of atoms vibrating and passing this vibration from one atom to another. A common misconception was that it is the atoms that are actually moving from one end of the rod to the other. There were some high-level answers that went beyond the curriculum framework that referred to the movement of the delocalised electrons. These answers were given full credit.

Question 7

This question was about the element nitrogen.

(a) A significant proportion of the learners gave the correct answer of 7 protons. Some learners gave the answer of 5.

(b) A variety of group numbers were given from 1 to 7; however, a significant proportion of the learners wrote Group 5. Group 15 was also accepted in the mark scheme.

(c) The chemical symbol for nitrogen was well known; however, learners should be advised that they need to know the symbols. Only N is correct and n is incorrect. Common misconceptions included Ni and Ng.

Question 8

This question was about the absorption of minerals from the soil by plants.

(a) Learners often circled the root hair cell, although the nerve cell proved to be a good distractor. Some learners did not notice this was a question and did not attempt the question.

(b) Many learners appreciated that water is also absorbed from the soil.

(c) Both parts of **(i)** were taken together. Learners found this question quite challenging. A common misconception was that phosphate causes poor growth of roots and fruits. The best answers compared the growth in **A** and **B** (with phosphate) with **C** (without phosphate), and then deduced the effect of phosphate on plant growth. In **part (ii)** many learners did not make the link between magnesium and chlorophyll. The best answers suggested that magnesium is needed to make chlorophyll and that chlorophyll makes the leaves green.

Question 9

This question was about the amount of air in soil and also assessed some of the enquiry skills.

(a) Many learners could determine the volume of soil and water in the measuring cylinder and gave the answer 160 cm^3. A common misconception was to give the answer 161 cm^3 because the learner had read from the top of the meniscus rather than from the bottom.

(b) Many learners selected soil **C** in **part (i)** and **D** in **part (ii)**. An error carried forward mark was allowed in both parts from an incorrect volume in **part (a)**.

(c) Many learners did not recognise peat as a type of soil. The most common answer was sandy.

(d) A significant proportion of the learners did not attempt this question. Some learners did not understand the meaning of the word scale. The correct answer was pH and a significant proportion of the learners wrote this. Learners need to be careful that they use the correct case when writing pH.

Question 10

This question was about the experimental procedure to determine the density of a cube

(a) Some learners confused mass with volume and gave a mathematical relationship as their answer. Other learners gave the correct piece of equipment, such as an electronic scale or a triple beam balance. A common misconception was to use a weighing scale or a weighing balance. Since these pieces of equipment measure weight in newtons, rather than the mass in grams they were not given credit. The use of a spring balance was also not accepted in the mark scheme.

(b) In **part (i)** the answer 'volume' was needed and in **part (ii)** a way of finding the volume needed to be described. Learners often gave both answers and in **part (ii)** the most common answer was to work out the volume by cubing the length or by length × width × height. Other learners gave a method involving the displacement of water. A common misconception in **(ii)** was to work out the volume from the density.

Question 11

This question was about how rabbits are adapted to survive in their environment.

(a) A significant proportion of the learners missed the word detected in the question and referred to running fast or moving into their underground tunnels. The best answers appreciated that the rabbit has big ears and so can hear very well.

(b) Most learners could give at least one reason why rabbits make their nests in underground tunnels and many gave two reasons. The most common reasons were: so the foxes could not enter the tunnel, to shelter from the heat or cold and to give birth to their young.

Question 12

This question was about current and voltage.

Many learners appreciated that current is measured with an ammeter and voltage with a voltmeter. Many learners also appreciated that current was measured in amps or amperes and voltage in volts. The correct symbols for these quantities were also accepted. Learners should use the correct spelling for the pieces of apparatus and the physical quantities and **avoid** words such as ampmeter, voltameter and ampheres.

5. Cambridge Secondary 1 Checkpoint Science 1113

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.

There was no evidence that learners had run out of time.

Some learners did not take into account everything that was written in the stem of the questions, and as a result, sometimes focused on the wrong ideas.

Comments on specific questions

Question 1

This question was about nutrients needed by the human body.

(a) In **part (i)** many learners appreciated that cereals and whole grains contain carbohydrates. Other learners stated fibre or roughage, and this was also given credit in the mark scheme. Learners in **part (ii)** often appreciated that cereals and grains were foods that provide energy. Learners that had mentioned fibre were less likely to give a correct answer for **part (ii)**. Learners that gave protein in **(i)** were allowed a mark for a correct reason for why humans need protein.

(b) Many learners answered either vitamins or minerals. A common misconception was to give the answer as fibre because the learner did not take into account the comment about deficiency diseases in the stem of the question.

(c) Most learners could recall that eating too much fat and oil makes people obese.

Question 2

This question was about states of matter and the particle model.

(a) Most learners could get two of the sentences correct but only a small proportion of the learners got all three sentences correct. Learners were more likely to get the last two sentences correct.

(b) While many learners appreciated that the particles in a gas are moving the idea that the particles will spread out, or are moving randomly, was poorly expressed. Many answers described a static model of the particles; for example, stating that the particles are far apart rather than a dynamic model where the particles are spreading apart.

Question 3

This question was about the oscilloscope traces for a sound from a musical instrument. Learners found this question very challenging.

(a) Learners found **part (i)** quite demanding and often gave the answer of two waves rather than six waves. The data analysis question in **part (ii)** was often answered quite well with learners having the understanding that the height does not change.

(b) The learners often focused on using the words frequency and amplitude rather than describing the new oscilloscope picture. A common misconception was to confuse the amplitude and the frequency, stating that the amplitude stays the same and the frequency decreases. Other learners gave vague answers such as the wave is smaller without describing which aspect of the wave is smaller.

Question 4

This question was about mammals.

(a) Most learners recognised the new animal as a mammal.

(b) Many learners could list the characteristics of mammals; however, the question asked the learner to use information from the diagram. This meant that answers referring to giving birth to live young, or feeding its young on milk, could not be given credit. Many learners recognised the body was covered with fur or hair, but learners rarely mentioned that parts of the ears could be seen because they were external to the body.

Question 5

This question used the context of acid soil to test ideas about acids and alkalis.

(a) A significant proportion of the learners in **part (i)** did not give the correct colour for litmus. Some did not mention any colour, and other learners gave blue or purple. Some learners in **part (ii)** appreciated that Universal Indicator allows the actual pH of the soil to be measured. Other learners suggested it was possible to tell how acid the soil was not just that it was acid.

(b) Most learners recognised the word neutralisation. The most common incorrect answer was fertilisation.

Question 6

This question was about stars in the night sky.

(a) Many learners recognised that the Earth moves, but a common misconception was that the pattern of the stars is different because the Earth rotates on its axis.

(b) A large proportion of the learners recognised the pattern would be different.

Question 7

This question was about photosynthesis and also assessed some of the enquiry skills.

(a) Learners often gave two variables, but they were not always very detailed in their description of the variables. For example, distance was not sufficient the learner had to state exactly what distance should be measured.

(b) Learners could often describe the pattern in the results, but a common misconception was to give an answer that did not mention the two variables shown on the graph e.g. the trend is decreasing.

Question 8

This question focused on an investigation about the displacement of metals.

(a) A large proportion of the learners could write down the correct sequence of steps.

(b) Many learners were able to deduce a reactivity series from the data provided. One misconception was to write the names of the salts in the reactivity series, rather than the metals. Other learners included metals that had not been used in the displacement experiments.

(c) The learners could often complete the word equation for the displacement reaction.

Question 9

This question involved the calculation of the pressure exerted by a horse's feet.

Learners often got the correct answer, with the best answers writing the equation, substituting in the numbers and then calculating the answer.

Question 10

This question involved an investigation into friction and also assessed some of the enquiry skills.

(a) Many learners appreciated that the data did not support the conclusion; however, the marks were awarded for the explanation and not just the answer 'no'. The best answers compared the times from the table and concluded that corn syrup had more friction. Some learners just quoted the actual times from the table but did not attempt to use these numbers, and therefore were not given any credit. Another misconception was to refer to slower or quicker times when they should have been longer or shorter times.

(b) No marks were given to changing the marble; the learners had to do something with the liquids. The most common answer was to use more of the liquid or use a bigger tube.

Question 11

This question was about the time it takes planets to orbit the Sun.

(a) Most learners could interpret the data in the table and quote the planets Jupiter and Mars as the correct answer.

(b) To be awarded a mark for this question the learners had to mention both the distance from the Sun and the time to orbit the Sun. The best answers appreciated that Saturn is closer to the Sun, so it takes less time to orbit the Sun. Answers that just stated the time to orbit were not sufficient to be awarded a mark.

Question 12

This question involved linking a cell diagram with its function.

Learners often got one mark for this question. The most common error was to link the nerve cell with absorbing water and minerals from the soil.

Question 13

This question was about particle diagrams of elements, compounds and mixtures.

Learners often identified **A** and **C** but were unable to give an adequate definition. The learners had to mention two ideas in their answers, the fact there are two substances and that they are not chemically bonded. Most learners only mentioned one of these ideas. The two ideas could be expressed in terms of the diagrams, for example, both contain two different circles that are not joined together.

Question 14

This question was about forces.

(a) Some learners could draw an arrow that pointing vertically downwards. In the context of this question the size of the arrow did not matter. Any arrow with a curve was marked as incorrect.

(b) A significant proportion of the learners did not attempt this question. Some learners did not appreciate that it is a force between two surfaces; therefore friction is the name that needed to be given. A common misconception was to give the answer gravity or weight. Although these forces act on the ball, they do not act to keep the ball in the hand of the rugby player.

(c) A significant proportion of the learners did not attempt this question. Many learners gave friction as an answer here, which was given credit in the mark scheme, but the best answer is air resistance.

Question 15

This question was about varieties of pigeons.

(a) Many answers did not give sufficient detail. Some answers referred to the pigeons having different tails without describing the actual difference.

(b) Learners often referred to bigger or stronger wings and this was given credit in the mark scheme. Other learners described the pigeon as being streamlined or aerodynamic which was also given credit.

Question 16

This question was about the electrical current in a circuit.

Learners often got one of the ammeter readings correct. A common misconception was to give A_5 as the sum of three ammeter readings given in the question. The correct answers are $A_4 = 0.4$ A and $A_5 = 1.8$ A.

Question 17

This question was about the decay of leaves and also assessed some enquiry skills.

(a) A significant proportion of the learners did not attempt this question. The most common decomposers given by the learners were bacteria and fungi. A common misconception was to give other soil organisms such as earthworm.

(b) Many learners recognised that the two soils have different pH values, but not all of these learners made a direct comparison and stated that the pH of **C** is higher than the pH of **B**.

5. Cambridge Secondary 1 Checkpoint Science 1113

5.3 Table and charts of sub-group performances – Science 1113 component 01

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

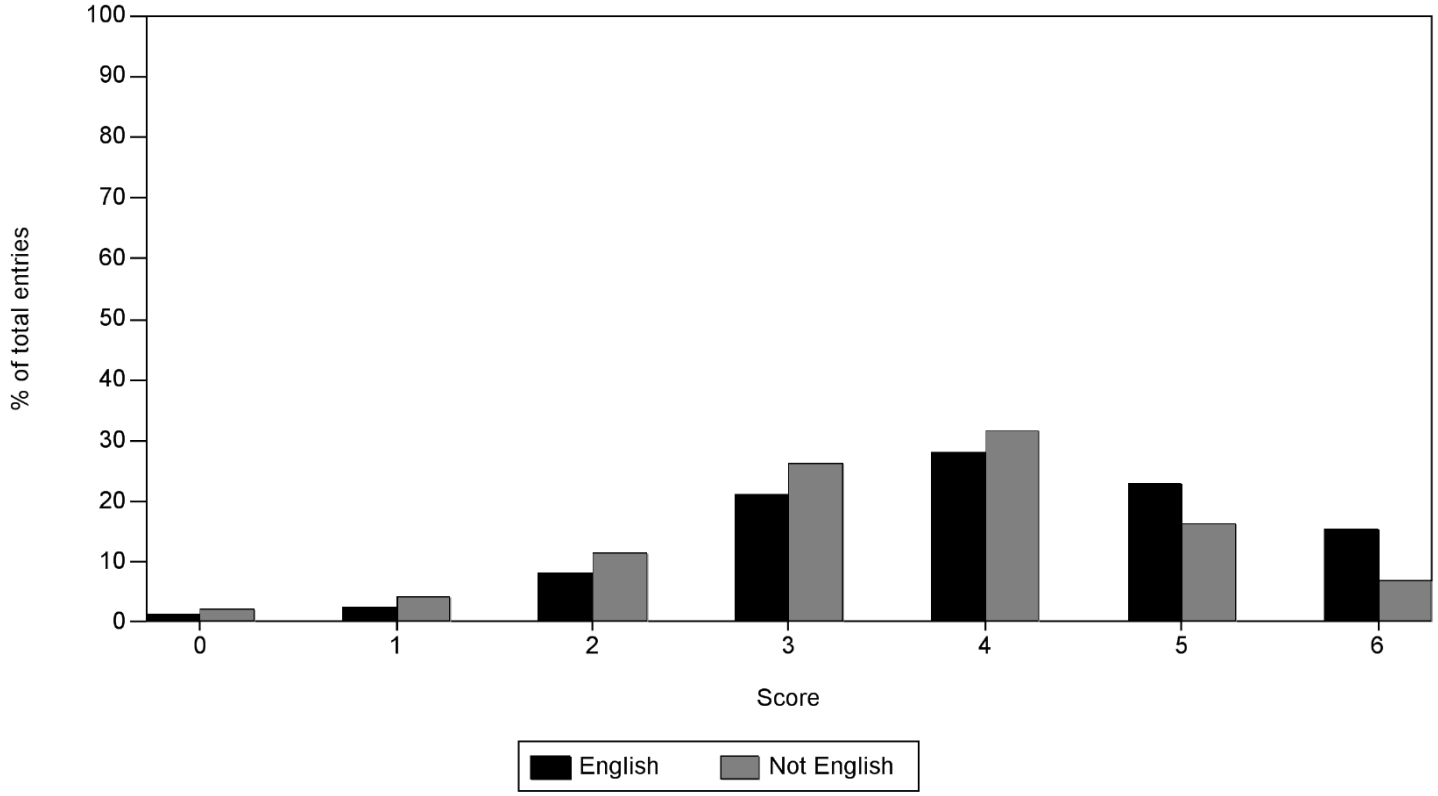
		Percentage of total entry	Average total score	Average Biology score	Average Chemistry score	Average Physics score	Average Scientific enquiry score
Age in years	**First Language**						
13 and under	Not English	13.9	4.2	4.1	4.3	4.3	4.2
13 and under	English	6.7	4.8	4.7	4.8	4.8	4.6
13 and under	All	20.6	4.4	4.3	4.5	4.4	4.3
Age in years	**First Language**						
14	Not English	47.5	3.9	4.0	3.9	3.9	3.9
14	English	10.1	4.1	4.2	4.1	4.1	4.2
14	All	57.6	3.9	4.0	3.9	3.9	3.9
Age in years	**First Language**						
15 and over	Not English	14.0	4.1	4.0	4.0	4.1	4.0
15 and over	English	7.8	4.5	4.5	4.4	4.5	4.4
15 and over	All	21.8	4.2	4.2	4.1	4.2	4.2
Age in years	**First Language**						
All	Not English	75.5	4.0	4.0	4.0	4.0	4.0
All	English	24.5	4.4	4.4	4.4	4.4	4.4
All	All	100.0	4.1	4.1	4.1	4.1	4.1

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

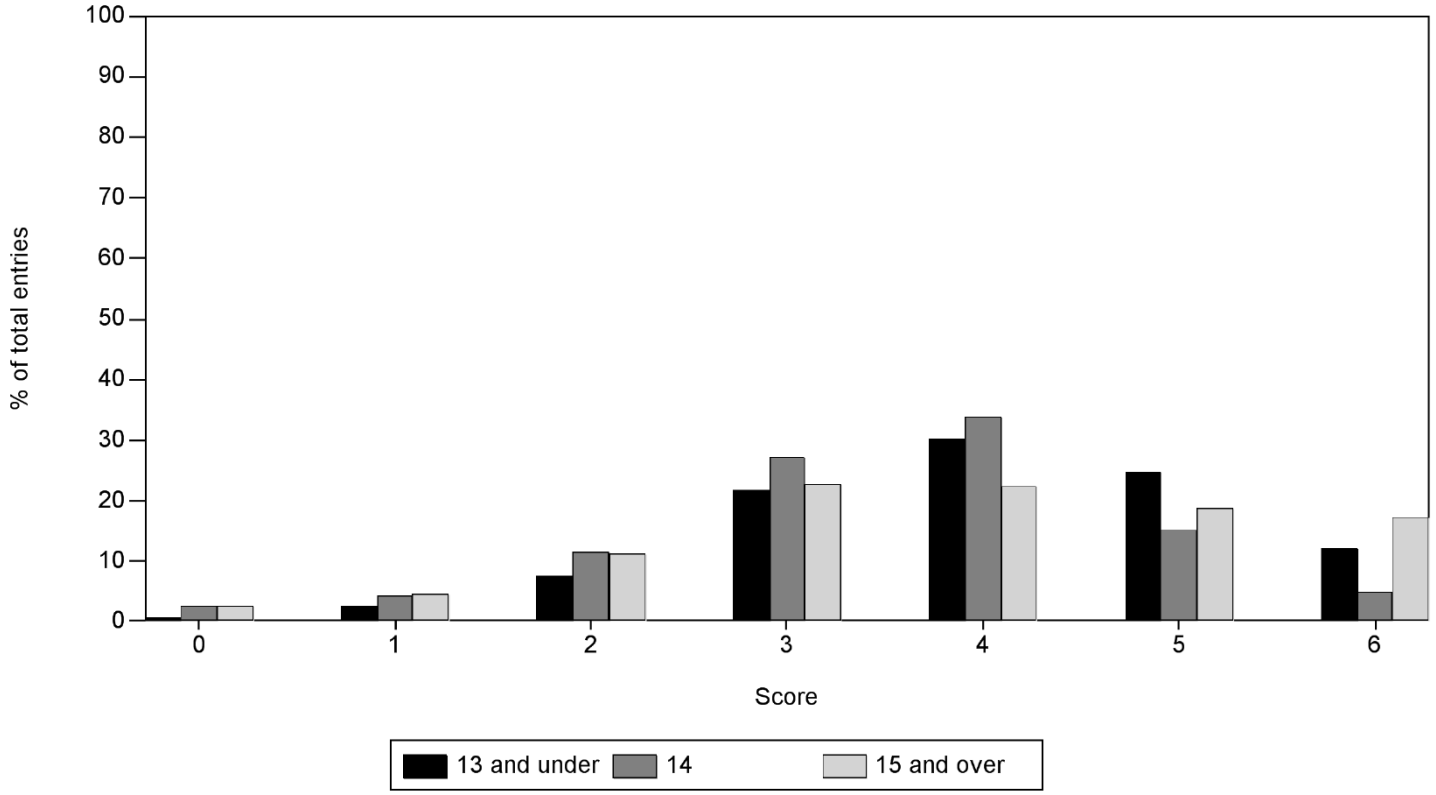
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value 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.

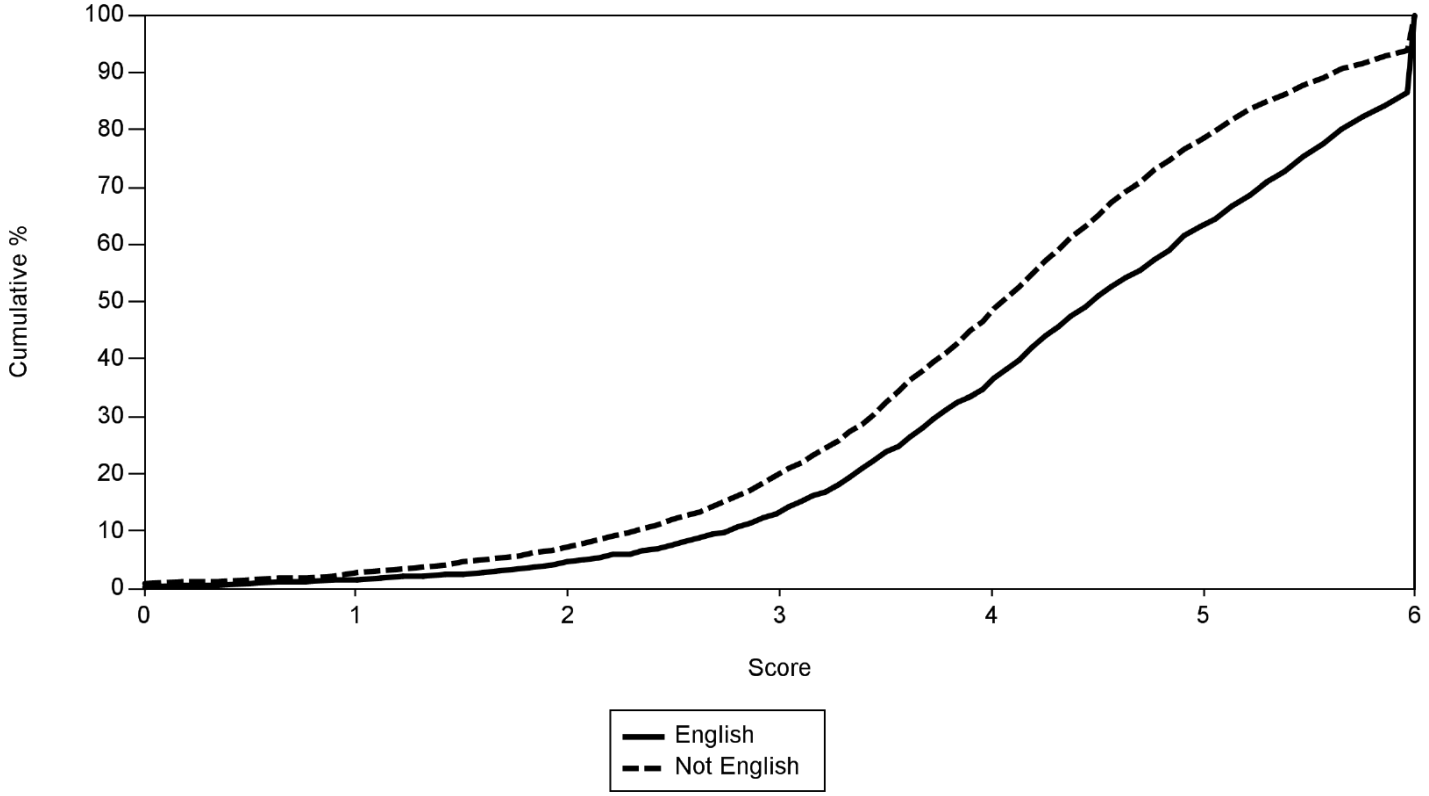
Distribution of Cambridge Secondary 1 Checkpoint total score for Science classified by student's first language.



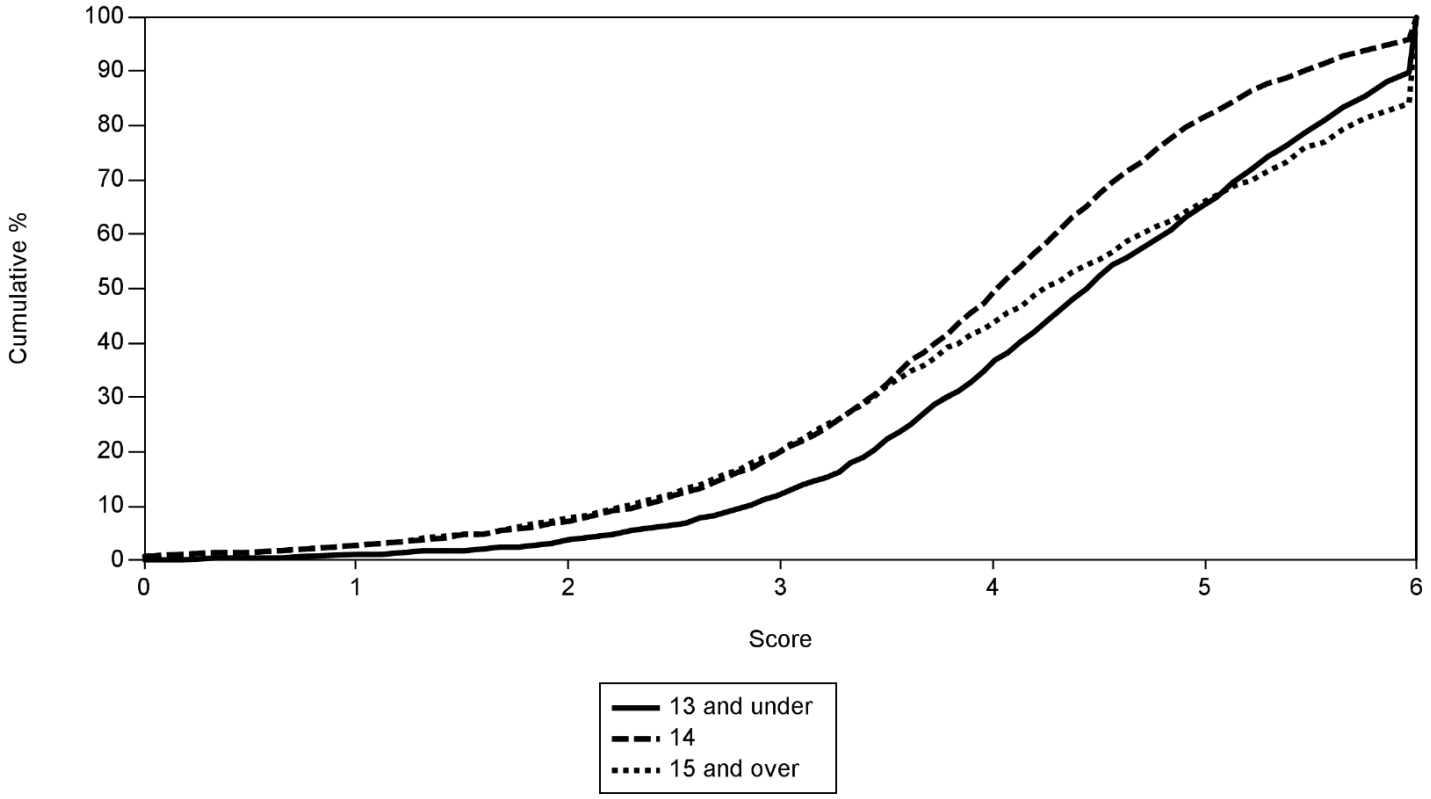
Distribution of Cambridge Secondary 1 Checkpoint total score for Science classified by student's age.



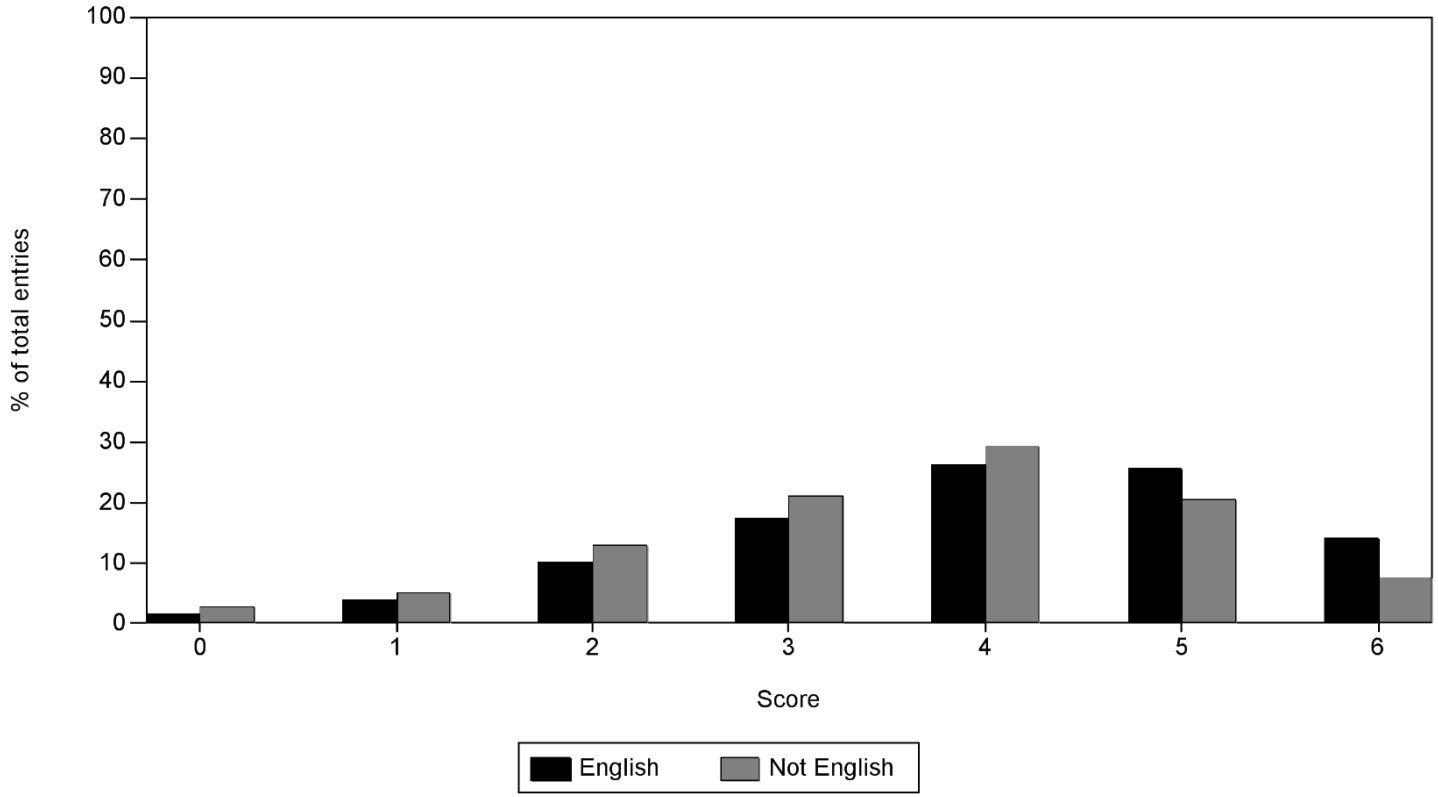
Distribution of Cambridge Secondary 1 Checkpoint total score for Science by student's first language, showing the cumulative percentage of the number of students at each score.



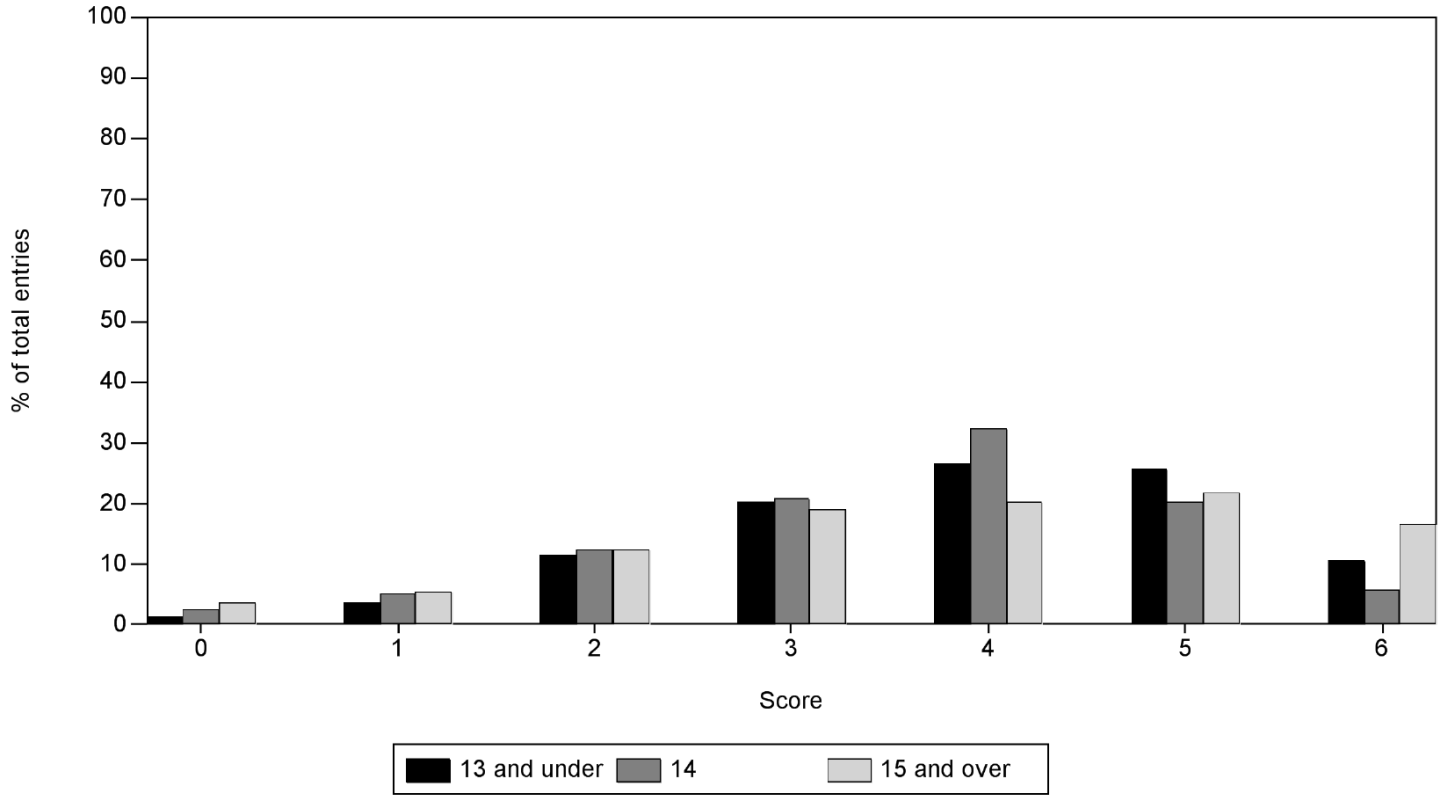
Distribution of Cambridge Secondary 1 Checkpoint total score for Science by student's age, showing the cumulative percentage of the number of students at each score.



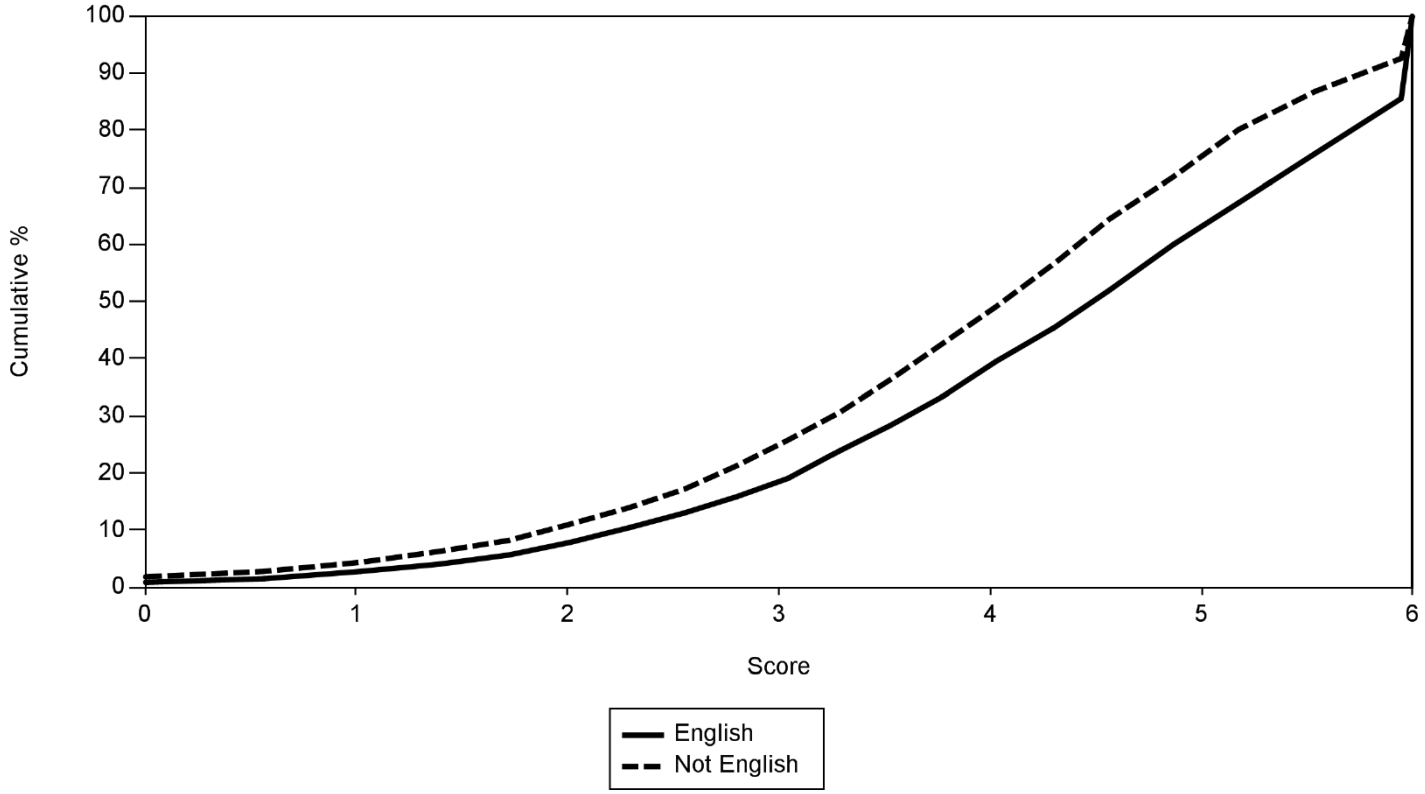
Distribution of Cambridge Secondary 1 Checkpoint Biology score classified by student's first language.



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.



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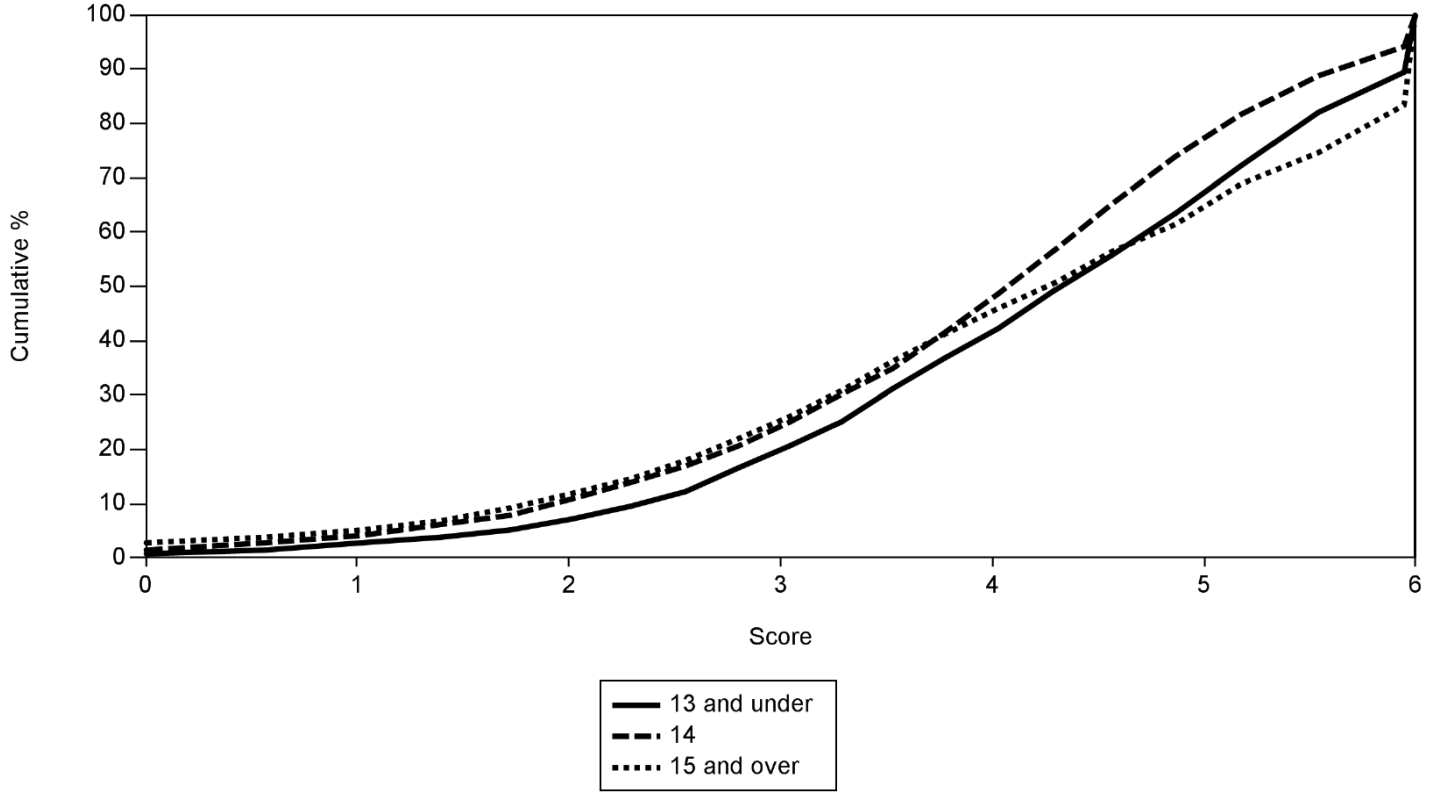
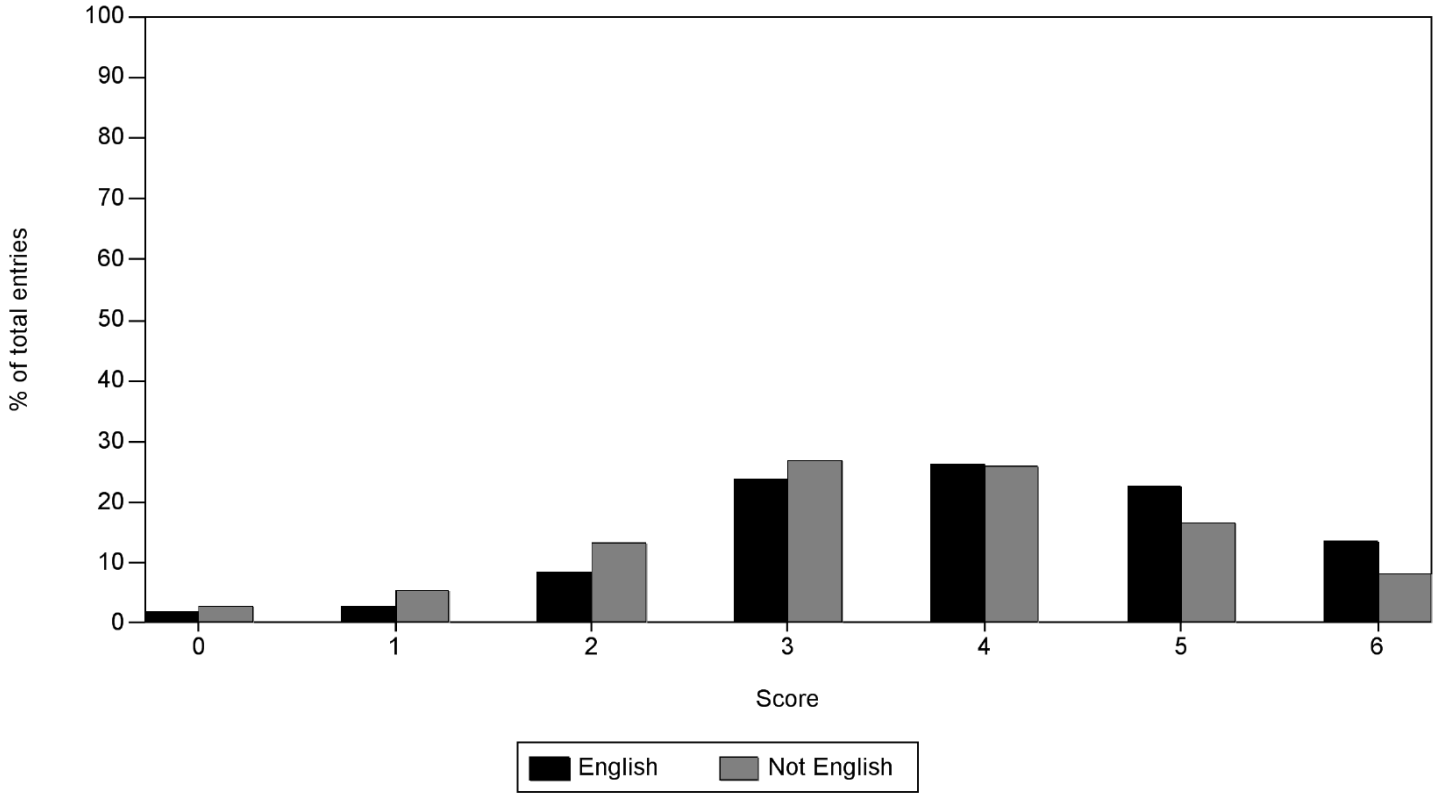
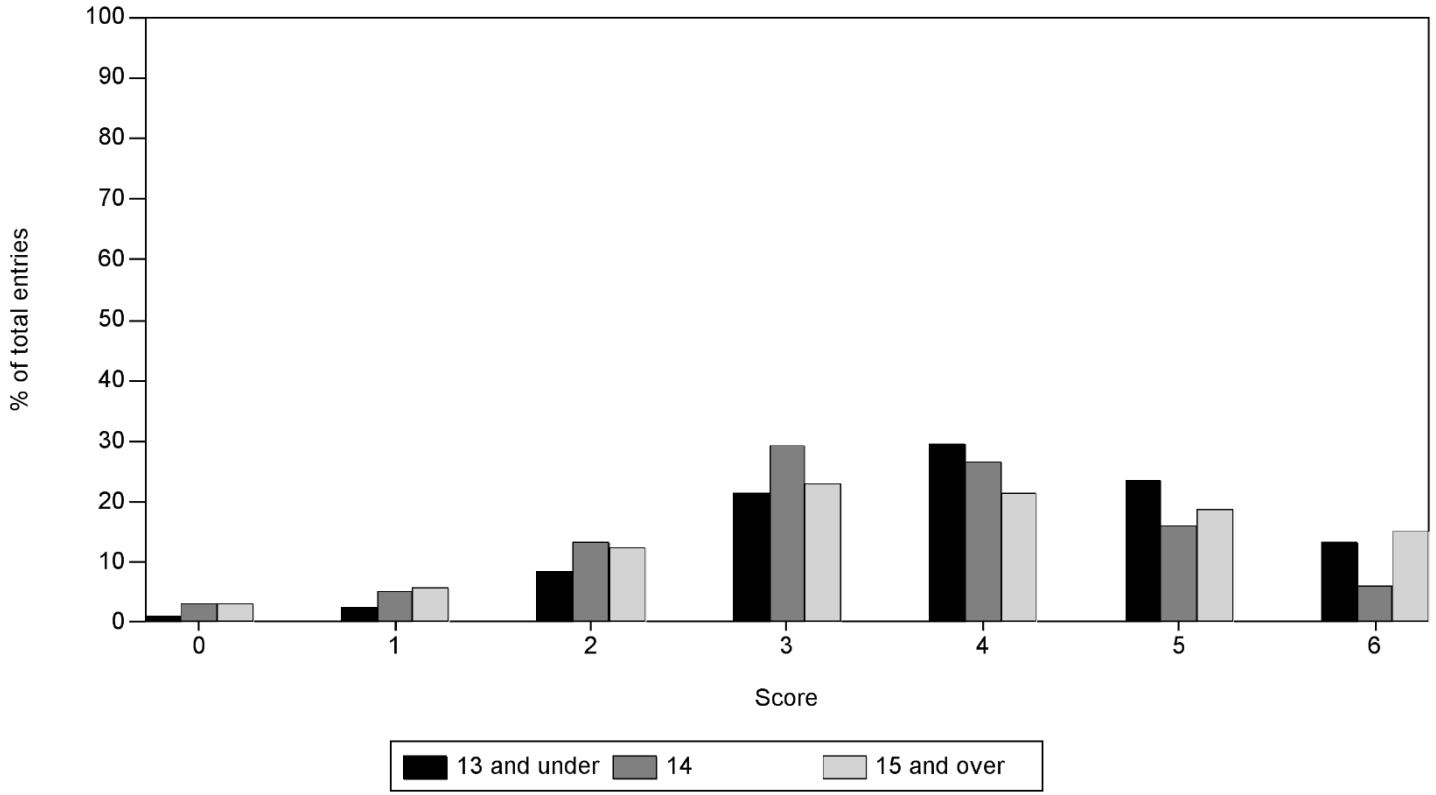


Distribution of Cambridge Secondary 1 Checkpoint Chemistry score classified by student's first language.



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



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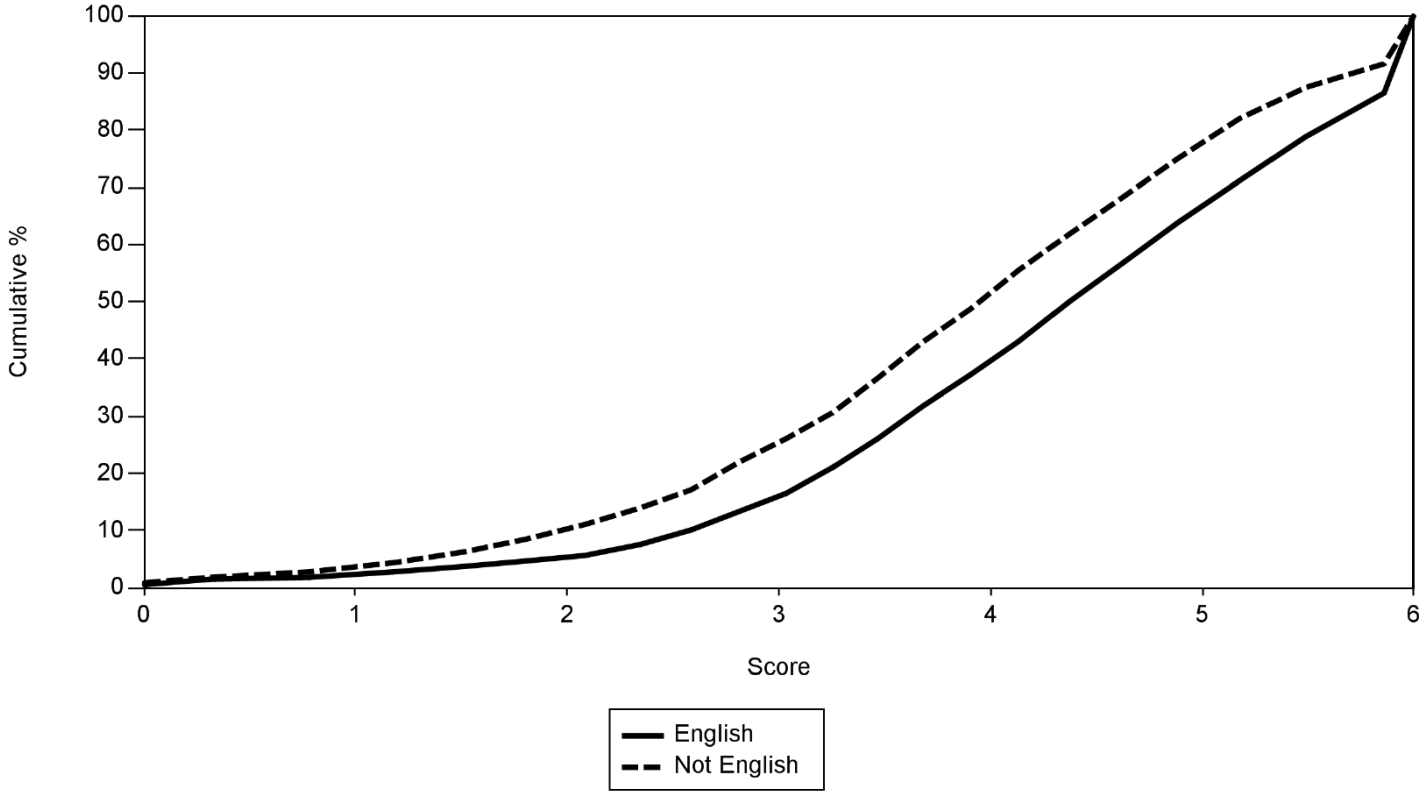
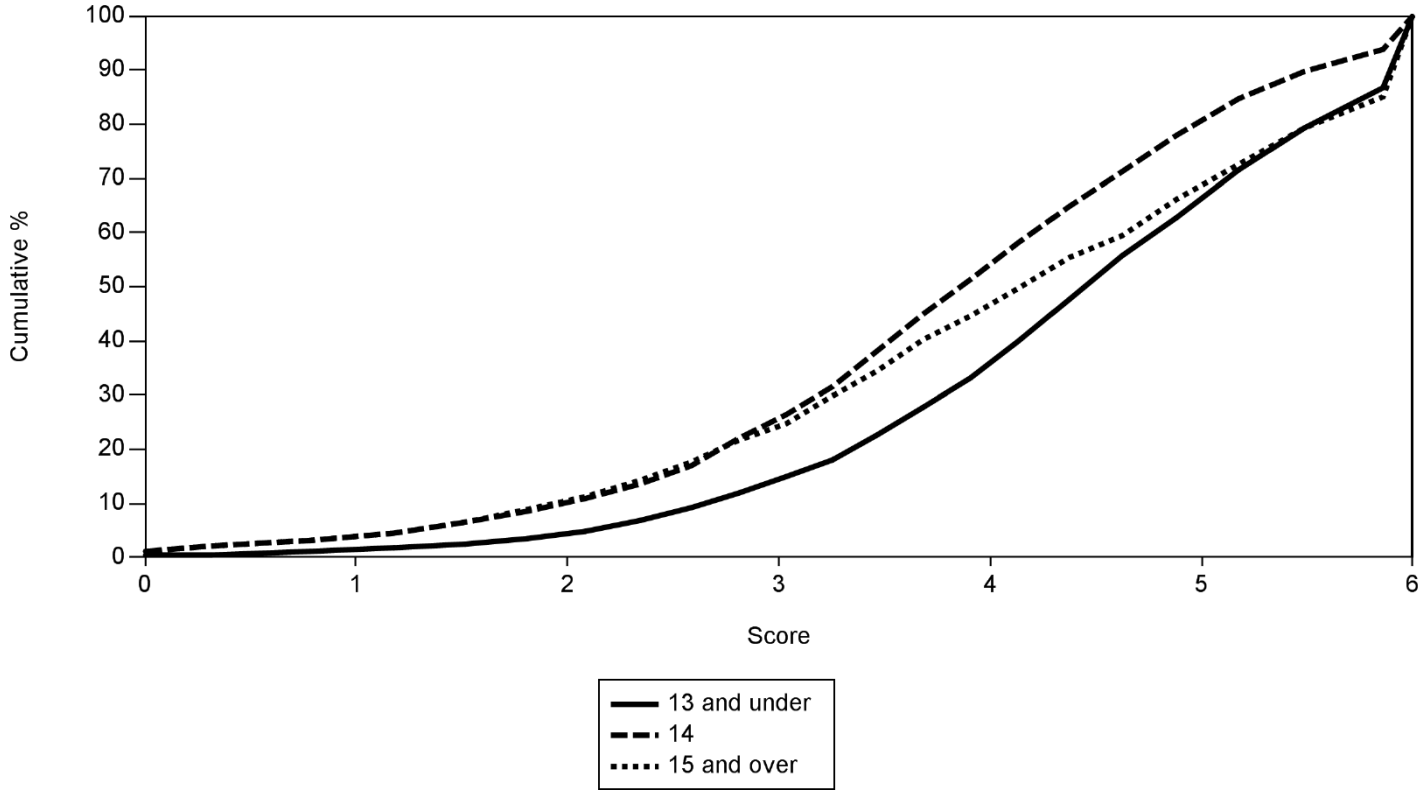
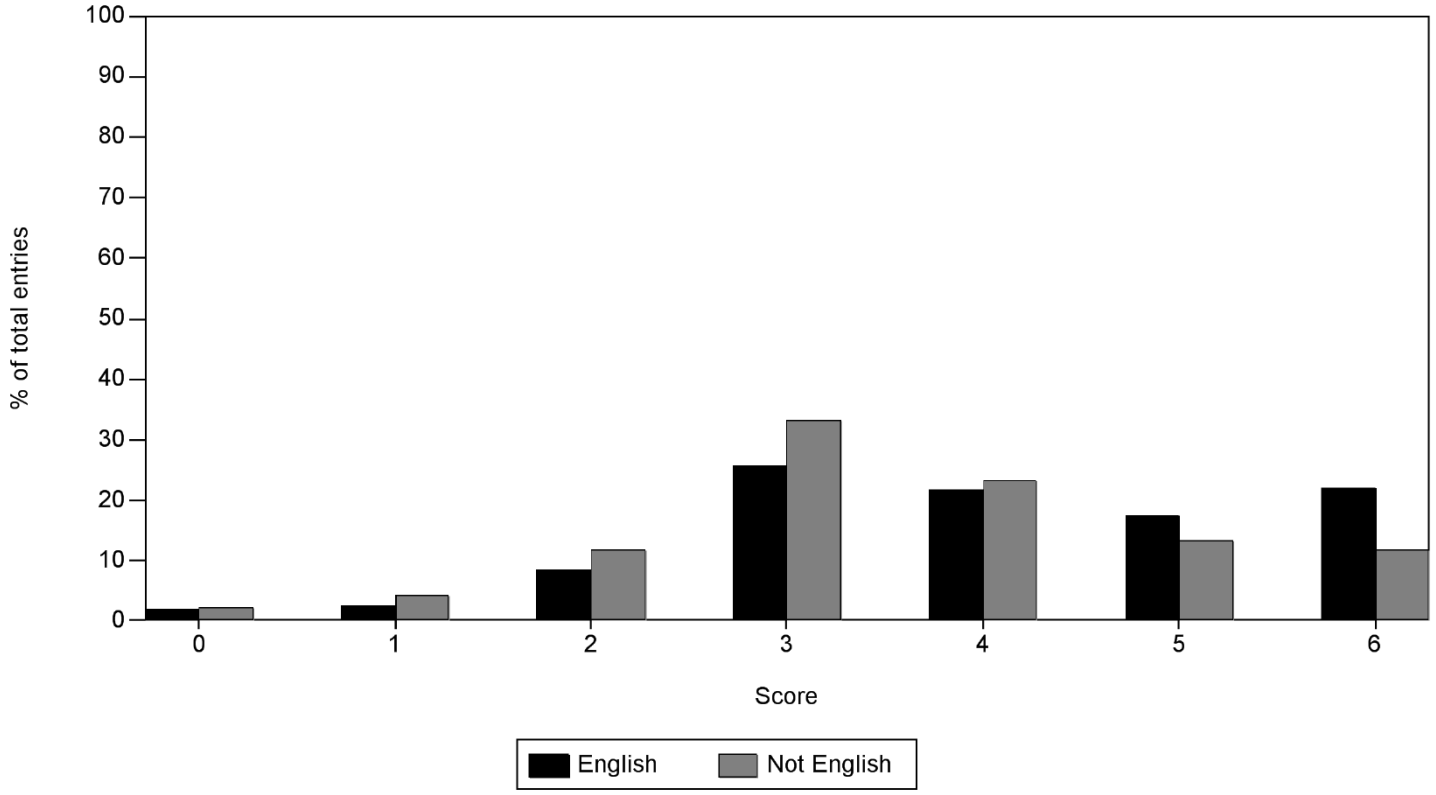


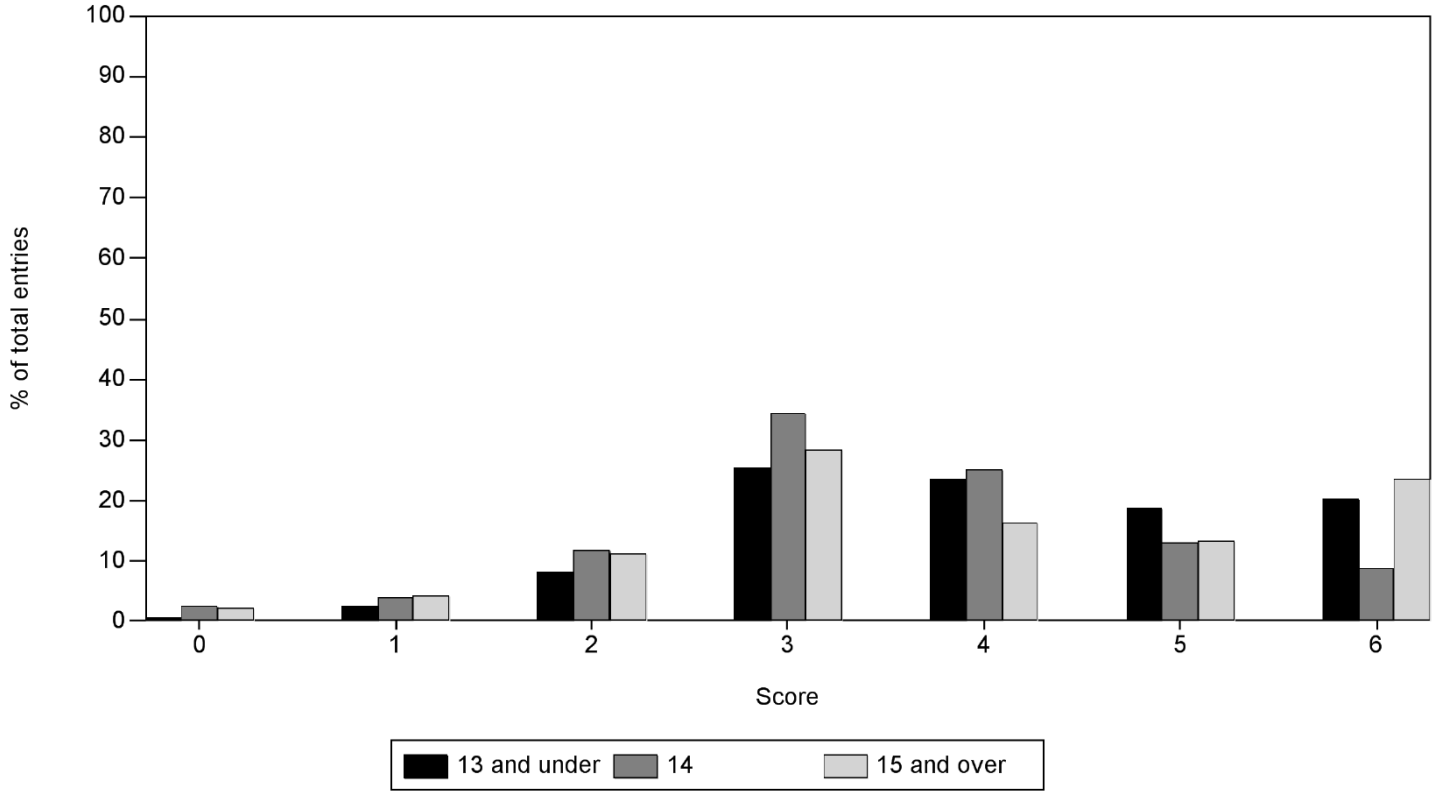
Distribution of Cambridge Secondary 1 Checkpoint Chemistry score by student's age, showing the cumulative percentage of the number of students at each score.



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.



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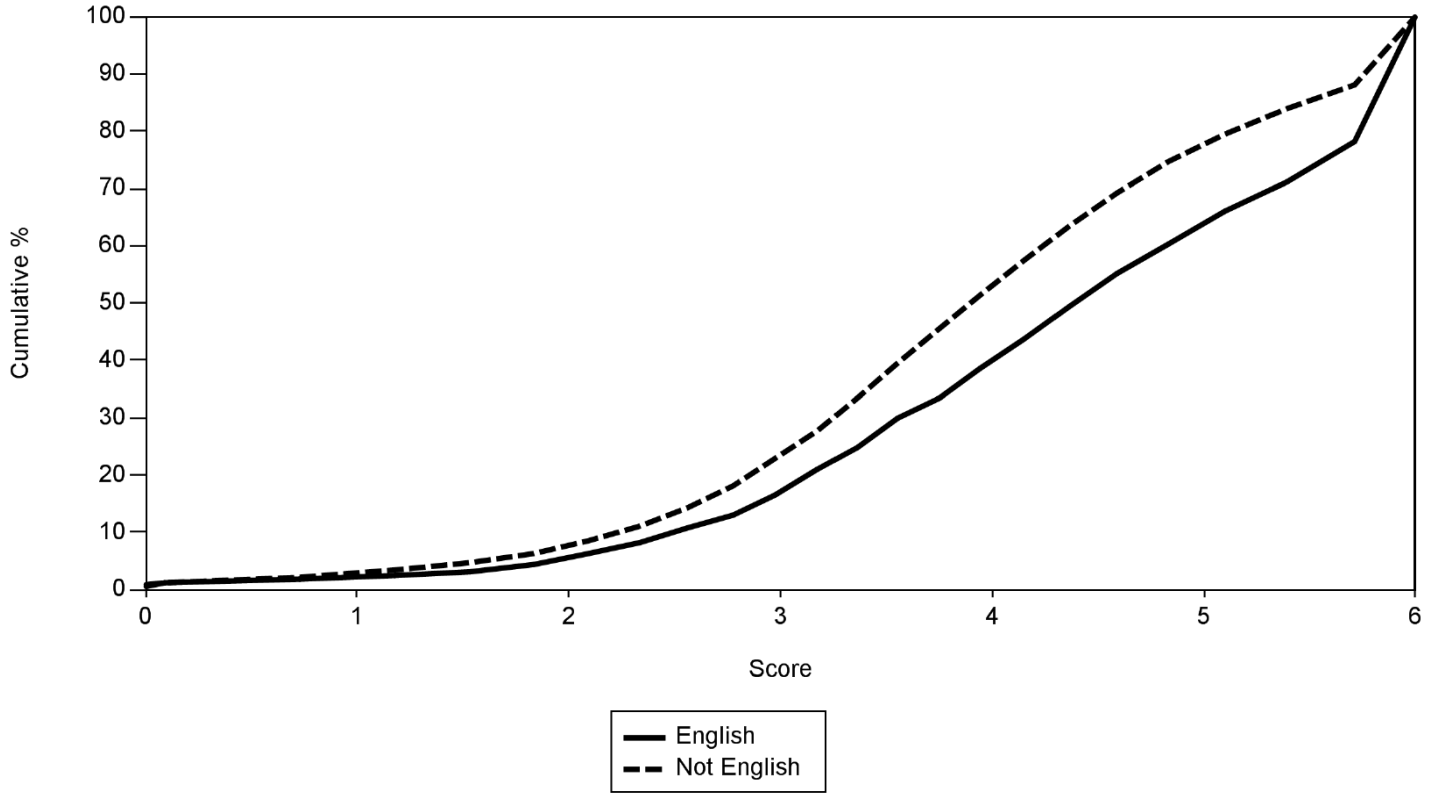
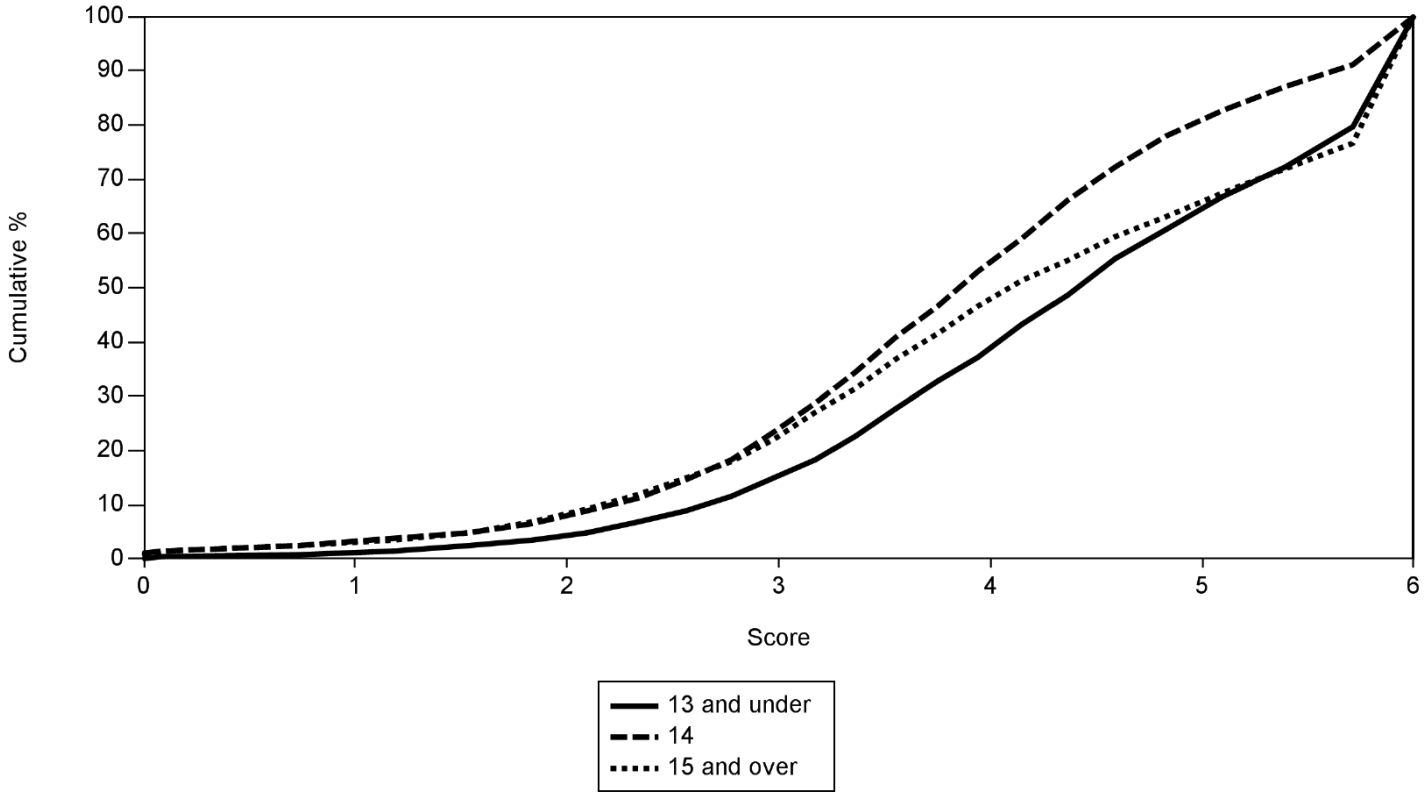
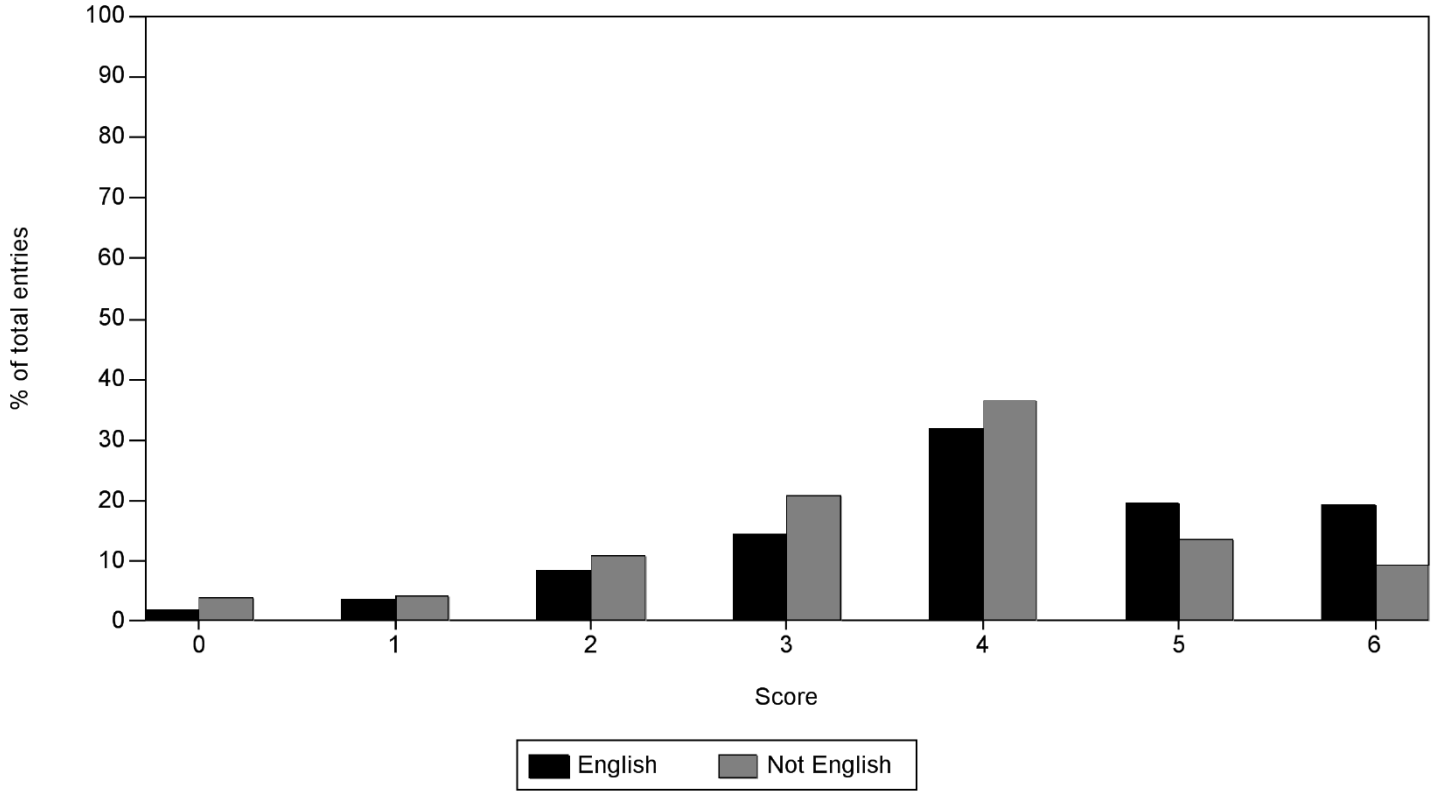


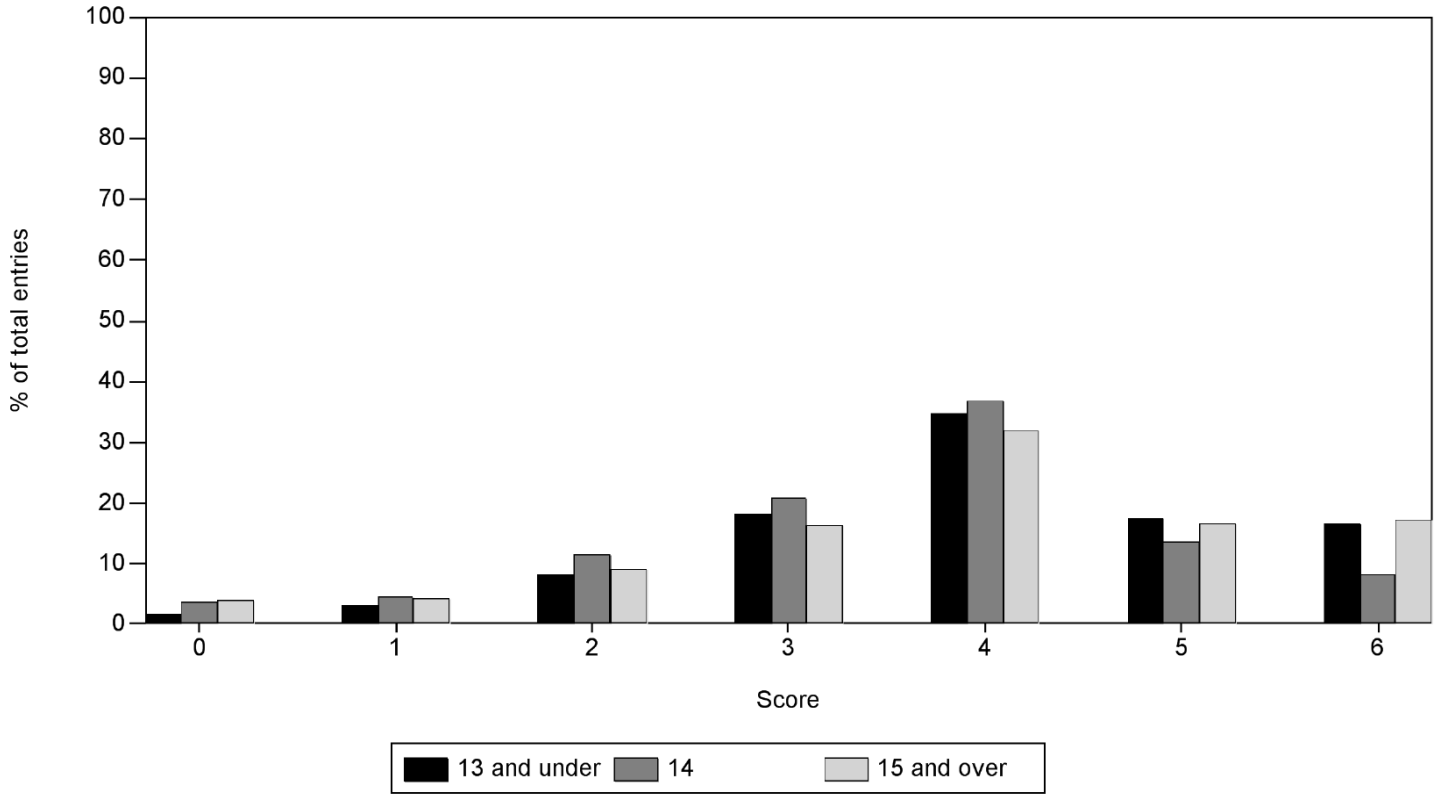
Distribution of Cambridge Secondary 1 Checkpoint Physics score by student's age, showing the cumulative percentage of the number of students at each score.



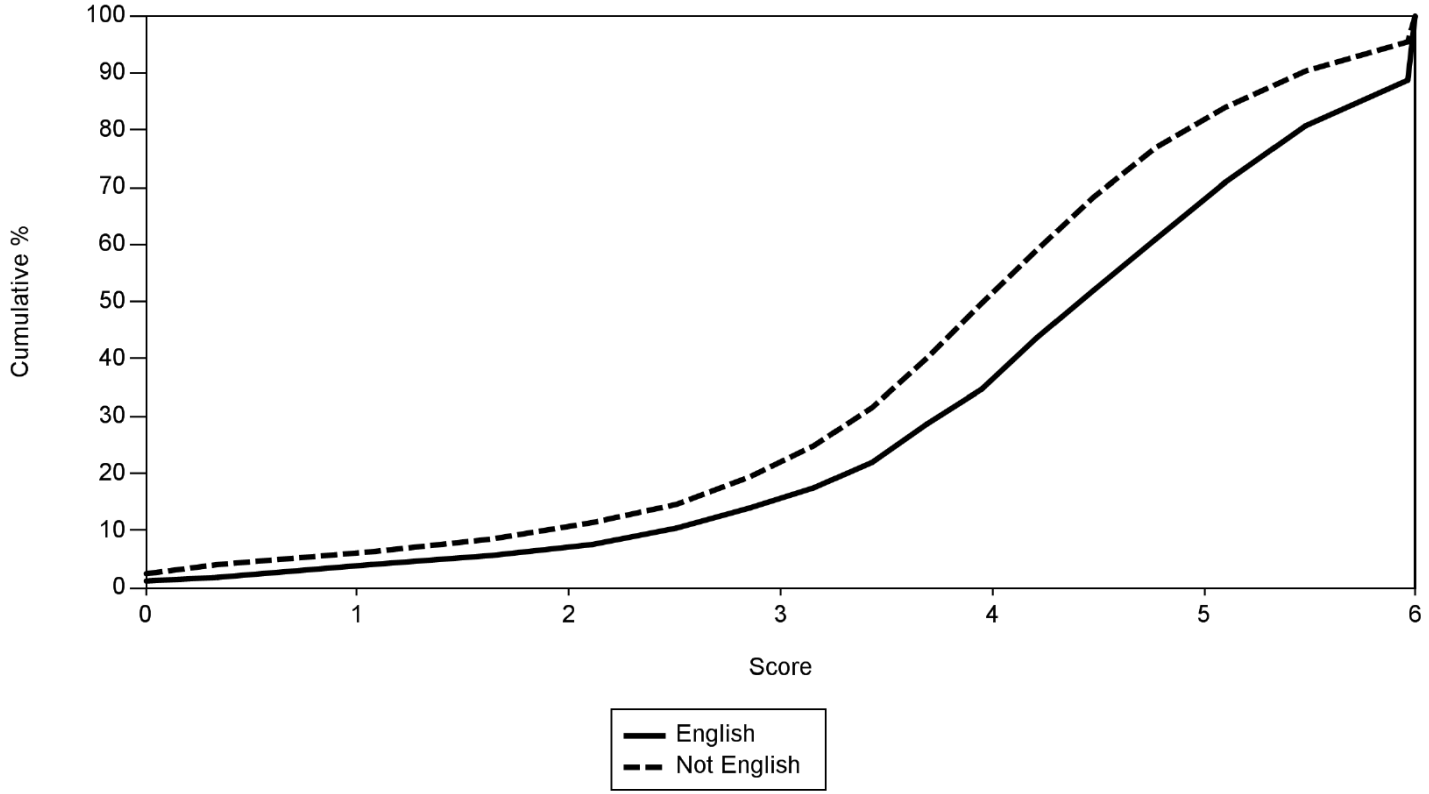
Distribution of Cambridge Secondary 1 Checkpoint Scientific enquiry score classified by student's first language.



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.