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 2016

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1. Introduction

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

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

For each syllabus the following information is provided:

- examiner comments on specific questions within each component of the test,
- tables and charts of sub-group performances for the overall assessment and at strand level.

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

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

General Comments

The overall level of difficulty and learner performance appeared similar to recent papers, with Part 2 (open cloze test) and Part 5 (multiple matching) presenting the most difficulty for learners.

Part 1 (questions 1-10)

A ten-gap multiple-choice cloze test, based on text 'Top young checkers player', required learners to select an appropriate item to fill 10 gaps and to circle the word of their choice; correct usage of lexical and function words was tested. The majority of learners scored fairly well on this part, but Questions 6, 7, 8 & 9 seemed more difficult.

Part 2 (questions 11-20)

For questions 11–20, learners were required to put one word only into the gaps to complete a single email message to a friend. The words needed to fit grammatically and to carry the intended meaning to complete the text.

A lot of the incorrect answers seemed to be produced because the words chosen often fitted the words either side of the blank in terms of grammar or meaning but learners did not take into account the wider context of sentence/discourse level. Possibly more focus is needed on this aspect when teaching reading skills to pupils. This appears to be an on-going area for improvement, noted in previous reports.

The first word in a sentence (Question 15) was accepted if correct but uncapitalised. Spelling needed to be accurate and the mark scheme did not allow for alternative answers, apart from Questions 15 and 19. This part proved to be a good discriminator, with strong learners occasionally scoring full marks. The majority of learners answered fairly well, with a few getting full marks; answers were mostly correct, though only a minority answered Questions 13 and 17 correctly. Some weaker learners attempted the task by inserting a variety of question words into the gaps.

Part 3 (questions 21-25)

In this part, learners were required to complete a short conversation by selecting appropriate responses from those given. The majority of learners scored well on this task, with Question 22 presenting most difficulty. Errors are often made when learners find an item to match the sentence before or after but not both.

As in previous sessions, in this part and Part 5 a lot of learners changed their minds several times and, rather than crossing out their original mark, wrote over their first answer or erased unclearly. This sometimes resulted in an illegible response. It would be preferable for learners to completely cross out the rejected response and write the preferred one next to it; or, in the case of Part 5, to completely cross out the rejected response and write the preferred answer completely outside the box if necessary. There were also a few ambiguously formed letters (especially A & H – sloping sides and a gap at top could often be either letter; it was sometimes difficult to see if E or F was the intended final answer in cases where there was overwriting and/or incomplete erasure). However, some improvement in this aspect has been noticed since previous sessions.

Part 4 (questions 26-35)

In this section, learners were required to select the correct meaning of the message shown in a picture. Learners needed to circle one of the three choices given. This task was generally well done. The task required careful reading and accurate matching of information to determine the correct response. Learners needed to be good at making inferences and identifying different ways to convey a message. Most learners scored well, though there were a lot on incorrect answers for Questions 27, 30 and 32.

Part 5 (questions 36-40)
This task required learners to match the information given about five people's interests in space with the most suitable space centre. The degree of difficulty was higher for this task, so a lot of errors were seen; the most correctly-answered question seemed to be Question 40 and the least successfully-answered one was Question 39. Errors tended to be made when learners were able to match some of the people's requirements but they did not continue to look for a space centre that matched all the requirements.
Comments made for Part 3 above about the clarity of learner responses also apply to this part. A lot of learners, as in previous sessions, did not answer in the boxes provided but over or under the text to the right of the photos; however, marks were not deducted if the answer was clearly written outside the box.
Part 6 (questions 41-45)
This task comprised multiple choice questions on a longer text with the title 'Sophie Miller, teenage sailor', which was about a rescue at sea.
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, including some of the weaker learners. Question 43 was the most successfully answered and Question 45 the least.

Question 1
A high proportion of correct answers ('on'); common incorrect responses were 'by' & occasionally 'to'.

Question 2
Mostly correct ('recent'); most common incorrect response was 'former'.

Question 3
Mostly correct ('allowed'); common incorrect responses were 'let' & sometimes 'agreed'.

Question 4
A lot of incorrect answers, usually 'succeeded' or 'achieved' (correct answer 'managed').

Question 5
Mostly correct ('beaten'); common incorrect responses were 'passed', sometimes 'gained' or 'caught'.

Question 6
A lot of incorrect answers, often 'within' or 'along' (correct answer 'over').

Question 7
A lot of incorrect answers, often 'involved' (correct answer 'included').

Question 8
A lot of incorrect answers with 'basic' very common (correct answer 'early').

Question 9
A very difficult item, with most learners answering incorrectly with familiar collocations 'soon' or 'well' (correct answer 'long'); 'as long as' is clearly not recognised by many learners as introducing a condition.

Question 10
Mostly correct ('even'); common incorrect responses were 'either' and 'rather'.

Question 11
Mostly correct ('Why'); incorrect responses included 'when', 'Jamie' and 'so'.

Question 12
Mostly correct ('of'); incorrect responses included 'and', 'about' and 'well'.

Question 13
Not many answered correctly ('were'); 'are' and 'is' were frequent incorrect answers. This item was a good example of learners addressing the immediate context around the gap without considering the total context. However, the item was difficult as other verbs in the sentence were in the present tense.

Question 14
A lot of incorrect answers (often wrong preposition of time 'at', 'from' or 'on'); correct 'in'.

Question 15
A lot of incorrect answers ('Do' was very frequent); correct 'If'; again, this item was an example of learners' tendency to focus on the very immediate context and not on the whole sentence.

Question 16
Mostly correct ('me'); a very common incorrect response was 'us' (possibly this could be accepted in a very informal message and many learners may use this in their own speech).

Question 17
Mostly incorrect (correct 'to'). Common incorrect responses were 'a', 'the', 'our'; in many cases the errors appeared based on learner understanding of 'meet' as a noun rather than the verb it is in the text.

Question 18
Mostly correct ('than'); a range of incorrect answers including 'for', 'to', 'of' and 'if'.

Question 19
Mostly correct ('take' – 'get' was an alternative correct on mark scheme but hardly any learners used it); common incorrect answers were 'make', 'snap', 'capture'.

Question 20
A high proportion of correct answers ('as'); incorrect answers included 'is', 'if' and 'far'.

Question 21
Almost always correct (E).

Question 22
A lot of incorrect responses (B very frequent). Correct answer was A; possibly learners were unaware that 'That's what I bought last year' could be a rejection of the suggestion to buy jewellery.

Question 23
Mostly correct (G); common incorrect response was D, which fitted the previous but not the subsequent utterance.

Question 24
Mostly correct (B); sometimes F was given.

Question 25
Mostly correct (D); common incorrect response was G.

Question 26
Mostly correct (C); common incorrect response was B.

Question 27
Very often incorrect (B appeared often and sometimes A); correct answer was C. The contrast between 'only' and 'pretty good' was not apparent to many learners.

Question 28
Mostly correct (C); common incorrect response was B.

Question 29
Mostly correct (B); common incorrect response was A ('good' in the text was a distractor).

Question 30
A lot of incorrect answers (usually C – 'two weeks' appeared in the text and in option C); correct answer was A.

Question 31
Mostly correct (B); common incorrect response was A.

Question 32
Mostly incorrect (very often with C); correct answer was A. Many learners did not make the inference that consideration of children can be achieved through observation of speed limit.

Question 33
A high proportion of correct answers (C); sometimes the incorrect response chosen was A.

Question 34
A high proportion of correct answers (C); incorrect responses were divided between A & B.

Question 35
Mostly correct (C); common incorrect response was B ('forecast' was in text & in option B).

Question 36
A lot of incorrect answers, with F & H the most common incorrect responses; D was the correct answer.

Question 37
A very high proportion of incorrect answers (mostly A); correct response was E (probably learners were confused between scientists who put people into space and people who have actually been in space).

Question 38
A lot of incorrect answers (usually B); correct answer was H.

Question 39
Mostly incorrect (the incorrect responses were divided between A, F, G & H); correct answer was B.

Question 40
Mostly correct (C); common incorrect responses were G & H.

Question 41
Mostly correct (B); D was the most common incorrect response.

Question 42
Mostly correct (A); incorrect responses were divided between B, C & D.

Question 43
Mostly correct (C); B & D were the most common incorrect responses.

Question 44
Mostly correct (B); A was the most common incorrect response.

Question 45
Mostly incorrect, many learners chose A; correct answer was D.

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

General Comments
The paper seemed to work well and there were comments from all the examiners on this paper to say that there seemed to be fewer weaker learners than in previous sessions.
One comment made independently by three examiners was that there seemed to be many learners whose work was presented very badly with numerous crossings out, difficult handwriting and a generally careless presentation. There were also a few scripts which had caused reading difficulties because the learners had re-written a second attempt over the first one.
Generally the stronger learners seemed to produce work of a good standard and the weaker responses revealed less command of basic grammar.
Overall this was a good paper.

Question 1
Most learners answered this correctly but some copied the “ing” form from the line above. As the marking progressed other alternatives to the given answers emerged which were accepted: “play his/her”.

Question 2
This was the most problematic of the questions and was very tricky for the learners. “Old” has two antonyms and many chose the incorrect “young” rather than “new”. It was also difficult as the negative verb needed a positive description. Even the stronger learners didn’t get this right.

Question 3
Most learners answered this correctly, though some failed to recognise that “we” was required to acknowledge the “together” element of the question and wrote “why don’t you”.

Question 4
Many learners didn’t get the passive form correct. Some learners seemed to think that only one word was required to fill the blank space. The majority of learners gave the answer “found by”. The past participle was often given as “founded”, which might have been a confusion of the meaning of “found”.

Question 5
This question was generally answered well.

Question 6
This question worked well and the vast majority of learners were able to gain high marks with examiners frequently awarding top marks (five) for content and four out of five marks for communicative achievement. It was a good topic for the learners. Some learners elaborated at length giving lots of information about the film and some just mentioned the genre or gave the name of an actor from the film. There was occasionally an element missing, notably the invitation, which was not always dealt with successfully. Generally the question discriminated well between the stronger and weaker learners and in terms of the appropriate use of functional language.

Question 7

This was a good question for the stronger learners who managed to use lots of appropriate vocabulary and to describe the health benefits of doing sport. Their essays were logically and coherently written showing some range.

There was some overlap from Biology lessons which meant that the examiners saw many almost identical sections of essays as the material was probably pre-learned but this did not usually interfere with the overall impression of the essay. Most learners agreed with the idea of sport being beneficial but many disagreed with the idea of imposing sport on teenagers.

Weaker learners struggled to give coherent arguments as their command of language was often not sophisticated enough to express arguments clearly.

One examiner commented on the use of quotation marks in the question as some learners thought this meant that the essay had to be in dialogue form which led learners away from the topic and some of these answers were also inappropriate in terms of register, with learners producing a story rather than a discursive essay.

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

General Comments

The great majority of learners attempted all the questions. It was noticeable that the number of incorrect answers increased later on in the test, especially in Parts 5 & 6.

The comments below regarding problems in deciphering some learners' intended answers also apply to Paper 1 Reading and Usage. Learners should remember that each multiple choice question must have only one answer indicated; in a few cases two answers were circled (though this seemed to be less common than in past sessions), so the item was marked as incorrect. If learners wish to change an answer they should very clearly put lines through the letter or words to cross out. A lot of learners tried to delete by writing a wavy line (resembling crocodile teeth) around a circle but it was sometimes unclear what the intended answer was and the item was sometimes marked as incorrect.

A fairly frequent problem this time was that a lot of learners were using erasers to try to change answers and they did not always appear to be entirely effective in erasing answers written in pen; unless the correction was very boldly written, the resulting lack of clarity sometimes made it difficult to decide what the intended answer was; again, though, this problem appears to be becoming less common than in past sessions. The rubric on the Question Paper does not disallow the use of erasers but centres should be aware of their limitations.

A similar problem found in a number of responses was that in Part 5 learners wrote over an answer to correct it but in a few cases the resulting answer was not clear enough for it to be marked as correct.

In Part 5 this time there was just one acceptable misspelling ‘raceing’, which was seen occasionally; alternative spellings were allowed for ‘week’ (w/wk) and ‘snacks’ (snax) but very few learners wrote these alternatives. With the exception of Question 24, the answers were all very common words.

Parts 1 and 2 (questions 1-10)

Learners identify one of three pictures from short discrete dialogues. Most learners did well here, though answers to Question 4 were often incorrect.

Part 3 (questions 11-15)

This task involved short monologues/dialogues, which many learners found more difficult but possibly less so than in recent sessions.

Part 4 (questions 16-20)

This involved multiple choice questions based on a longer dialogue which was an interview with a conservationist. Question 17 was answered most successfully and Question 18 least successfully.

Part 5 (questions 21-25)

In this task learners had to fill in five missing words to complete the information sheet about the ‘Board Game Café’

Part 6 (questions 26-30)

This task comprised five questions based on an extended interview with a man who works in the film industry. There were a fair number of incorrect responses due to the increased complexity of language and greater skills in inference demanded, though overall learners appeared a little more successful than in the two previous sessions. The most successfully-answered question was Question 25, the least was Question 28, but Question 26 also had a large number of incorrect answers.

Question 1

Mostly correct (C); incorrect responses were divided between A & B.

Question 2

Mostly correct (A); incorrect responses were divided between B & C.

Question 3
A high proportion of correct answers (C); sometimes the incorrect response chosen was A.

Question 4
Mostly incorrect (usually A); correct answer was B. The distractor A was possibly chosen by learners because it occurred at end of the conversation and, therefore, was more readily remembered than B.

Question 5
Mostly correct (A); sometimes the incorrect response given was C.

Question 6
Mostly correct (A); incorrect response was usually B.

Question 7
Mostly correct (C); incorrect responses were divided between A & B.

Question 8
Mostly correct (A); C was the most common incorrect response, possibly because 'laptop' was last word heard.

Question 9
Mostly correct (B); incorrect responses were divided between A & C.

Question 10
A lot incorrect (divided between A & C); correct B.

Question 11
Mostly correct (A); incorrect response was usually C.

Question 12
Mostly correct (B); A was the most common incorrect response, possibly because the mention of 'artists' caused some learners to choose the option with 'imagination'.

Question 13
A lot of incorrect responses, usually B because 'first' was on the recording and in option B); correct answer was C.

Question 14
Mostly correct (C); incorrect divided between A & B.

Question 15
Mostly correct (A); B was the most common incorrect response, possibly because 'language' was on the recording and in option B.

Question 16
A lot of incorrect responses (usually A); correct answer was B.

Question 17
Mostly correct (C); incorrect responses were divided between A & B.

Question 18
Mostly incorrect, with C very often chosen; 'college' was a powerful distractor on the recording and learners did not relate 'just laughed' in the dialogue with 'amused' in option B).

Question 19
Mostly correct (B); incorrect responses were divided between A & C.

Question 20
Mostly correct (A); incorrect responses were divided between B & C.

Question 21
Most learners answered correctly (2.50/two (dollars) fifty). In a few cases the decimal point resembled a comma and it was decided to accept this as the intention was clear. Incorrect answers included the distractors $5.75 and $3.25; other incorrect answers were 5, five and 250 (without the decimal point).

Question 22
A lot of learners gave an incorrect response; the most common incorrect responses were 'weeks' and 'every week', both of which occurred on the recording but did not fit 'each...' on the information sheet. The correct answer was 'week'; the abbreviations 'wk' or 'w' were also accepted.

Question 23
Learners often answered this incorrectly, mainly because learners did not appear to relate 'favourites' on the recording with 'the most popular' on the sheet. Common incorrect responses were usually the non-favourite games mentioned (party/word/historical/science fiction); the correct answer was 'racing' (sometimes identified but written incorrectly as 'raising').

Question 24
There were a lot of incorrect responses for this question; correct answer was 'Kathrynn', spelt out on the recording). There were about 30 variations on the spelling of the name, including: Kathryn, Katherine, Kathiynn, Katheyn, Kathyrann, Kathrinn, Katekrinn, Katgynn, Katherr, Kathrii. Learners needed to understand that 'double n' meant 'NN'.

Question 25
Mostly correct ('snacks'); incorrect responses tended to be misspellings such as 'snakes', 'snackes', 'snackss', 'snaks' or 'sneaks'. Some learners wrote 'food' and some wrote 'teas, coffees and soft drinks', which they heard on the recording (either in full or in part).

Question 26
Mostly correct (B); common incorrect response was C.

Question 27
A lot of incorrect responses, often A; the correct answer was B. Weather was mentioned in the interview but not as a problem; to get correct answer B, learners needed to equate 'take ages' with the idea of there being difficulties.

Question 28
The great majority of learners gave an incorrect response, with A being the most common. The correct answer was C. All options were mentioned as disadvantages of a job but only C ('having to get up very early') related to the speaker, who said in the interview, 'Waking at dawn isn't exactly my favourite thing'. This was possibly the most difficult question on the paper and was an excellent discriminator of strong learners.

Question 29
A lot of incorrect responses (usually B); correct answer was A. Learners needed to know that 'a good head for...' does not relate to study but 'basic training' does.

Question 30
A lot of incorrect responses (usually B, which was a definite distractor); correct answer was A.

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

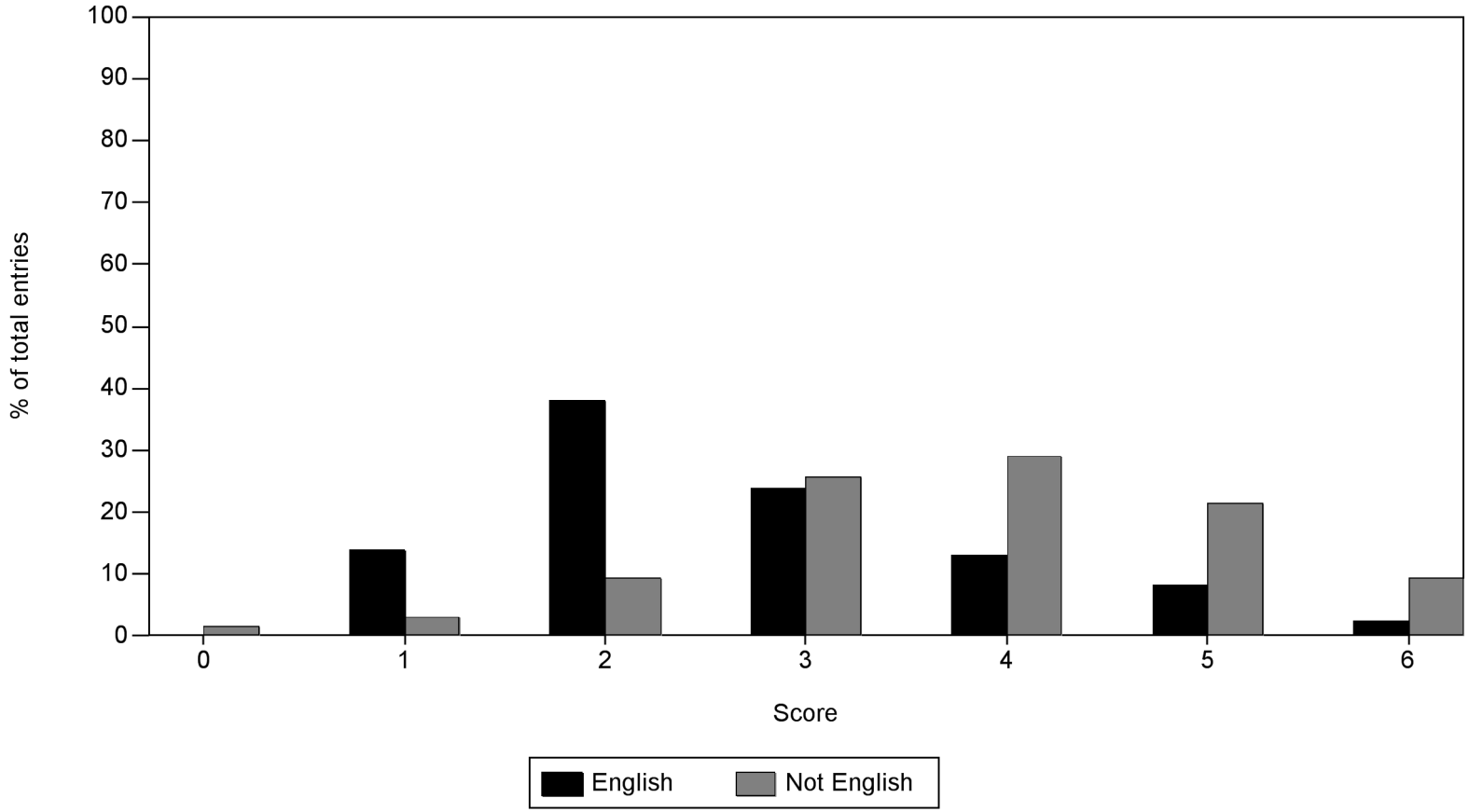
		Percentage of total entry	Average total score	Average Listening score	Average Reading score	Average Usage score	Average Writing score
Age in years	**First Language**						
13 and under	Not English	12.4	4.3	4.2	4.2	4.4	4.4
13 and under	English	0.3	3.9	4.0	4.1	3.8	4.0
13 and under	All	12.7	4.3	4.2	4.2	4.3	4.4
Age in years	**First Language**						
14	Not English	77.6	4.3	4.3	4.3	4.3	4.4
14	English	2.7	3.1	3.2	3.0	3.1	3.3
14	All	80.3	4.3	4.2	4.3	4.2	4.3
Age in years	**First Language**						
15 and over	Not English	6.5	3.3	3.5	3.0	3.3	3.4
15 and over	English	0.5	2.8	3.0	2.6	2.5	3.0
15 and over	All	7.0	3.3	3.5	3.0	3.3	3.4
Age in years	**First Language**						
All	Not English	96.5	4.2	4.2	4.2	4.2	4.3
All	English	3.5	3.2	3.2	3.0	3.0	3.3
All	All	100.0	4.2	4.2	4.2	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.

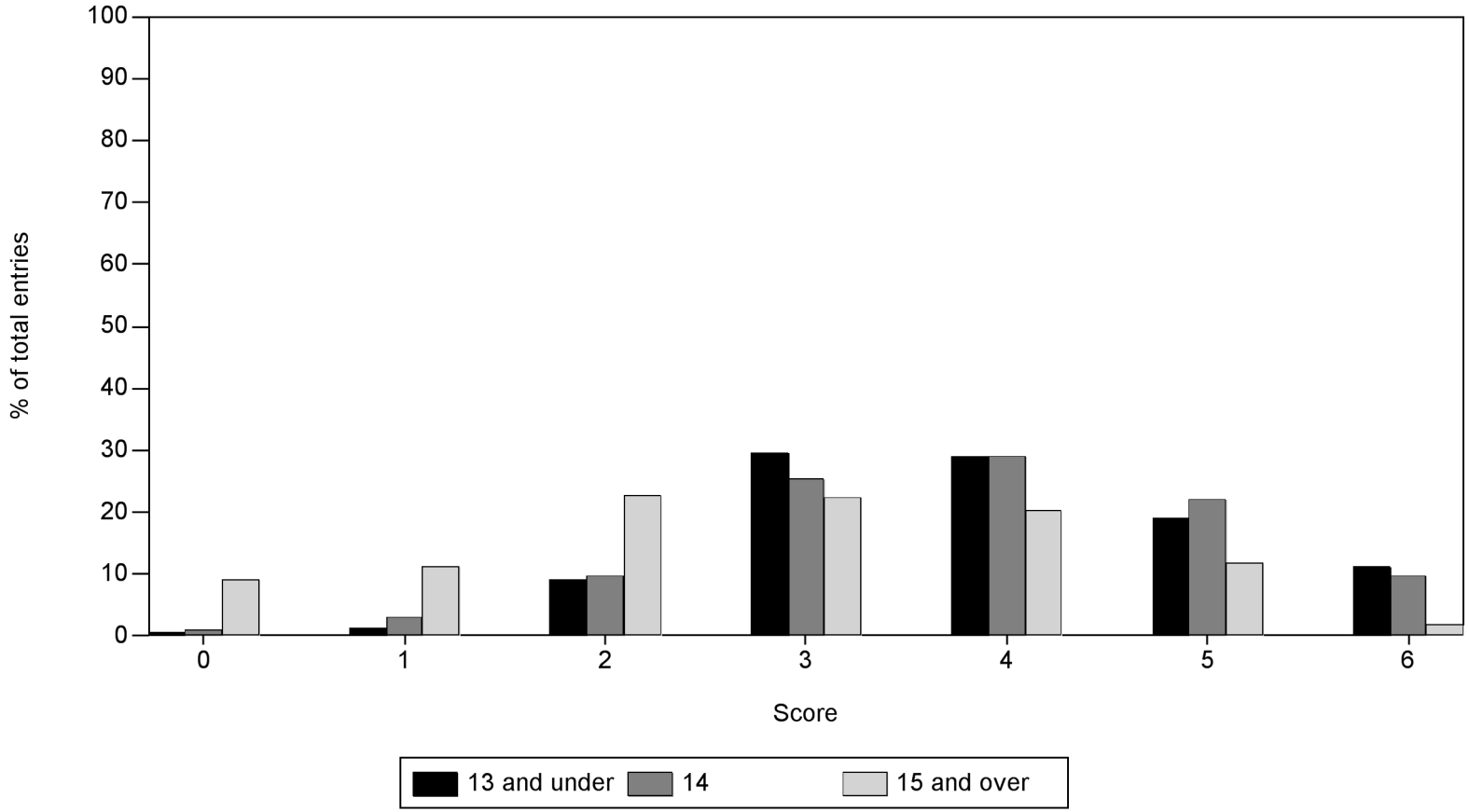
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value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

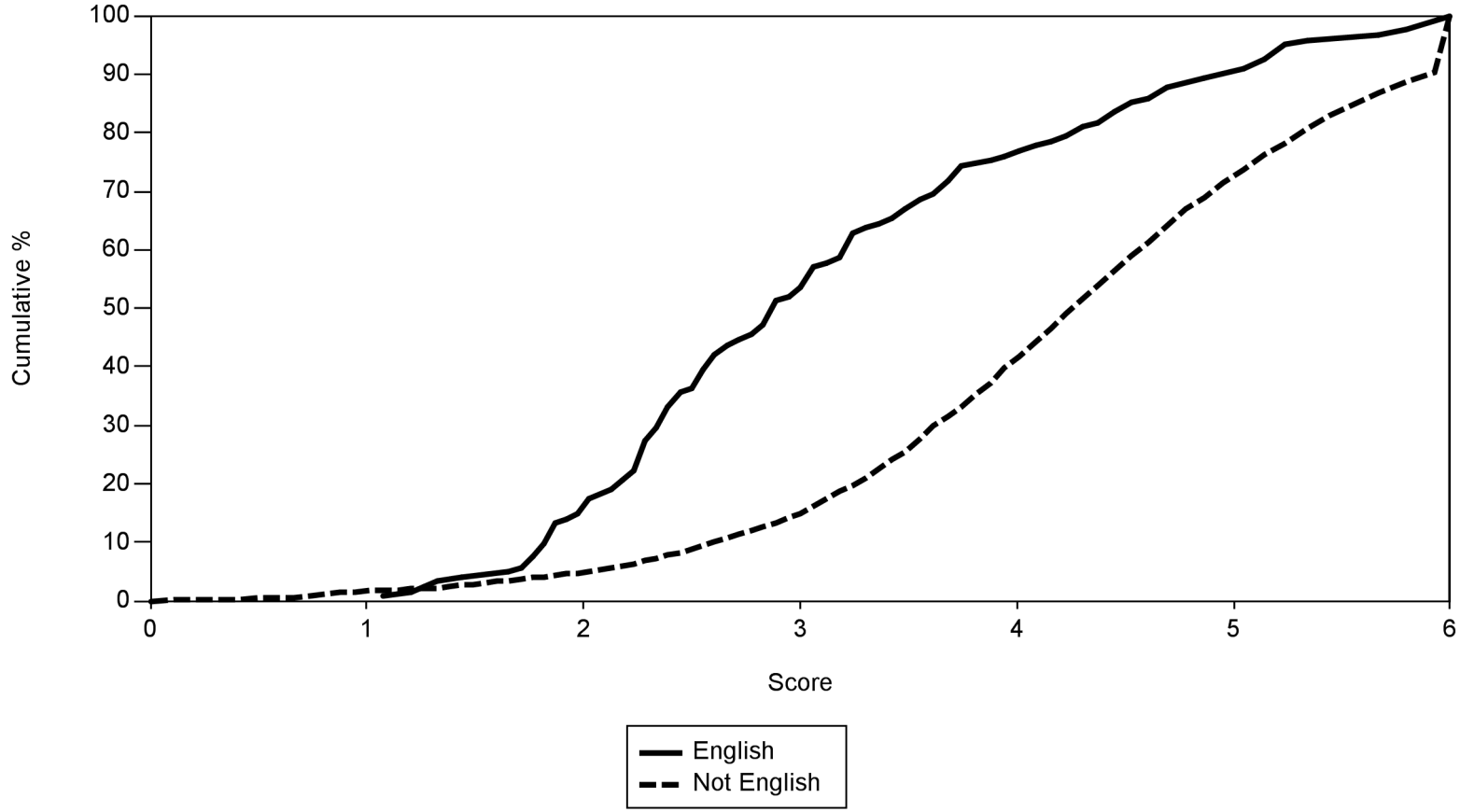
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language classified by student's first language.



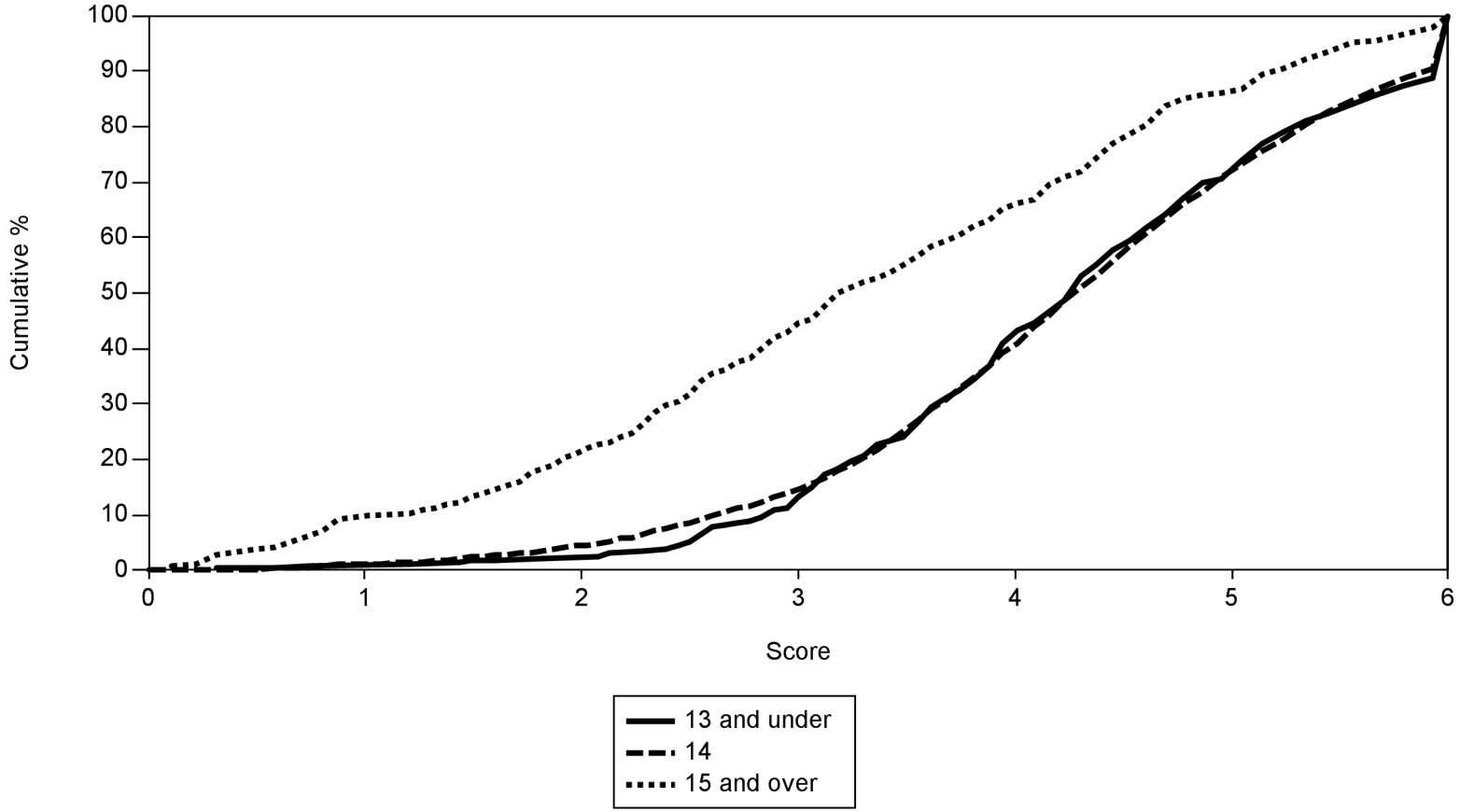
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language classified by student's age.



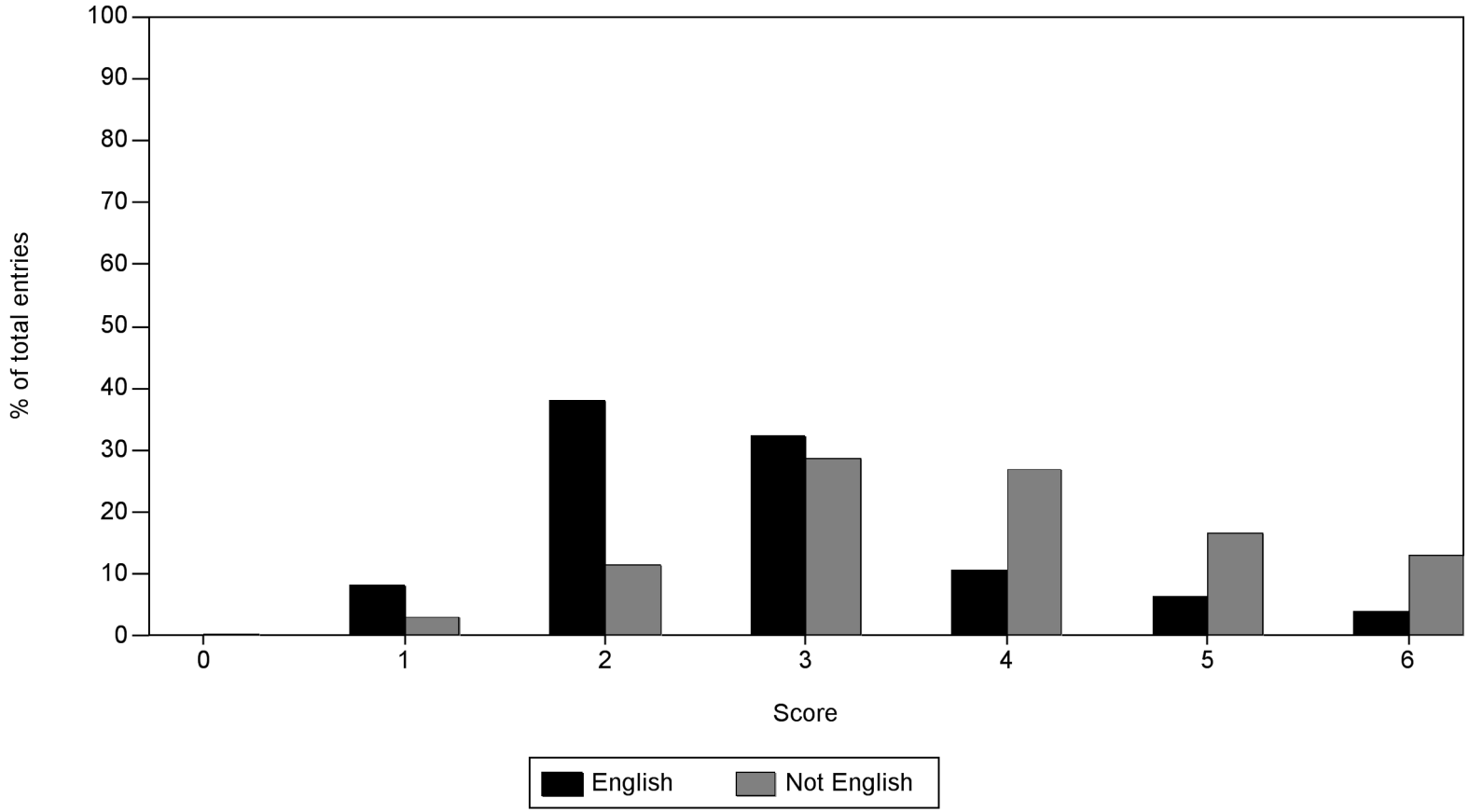
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language by student's first language, showing the cumulative percentage of the number of students at each score.



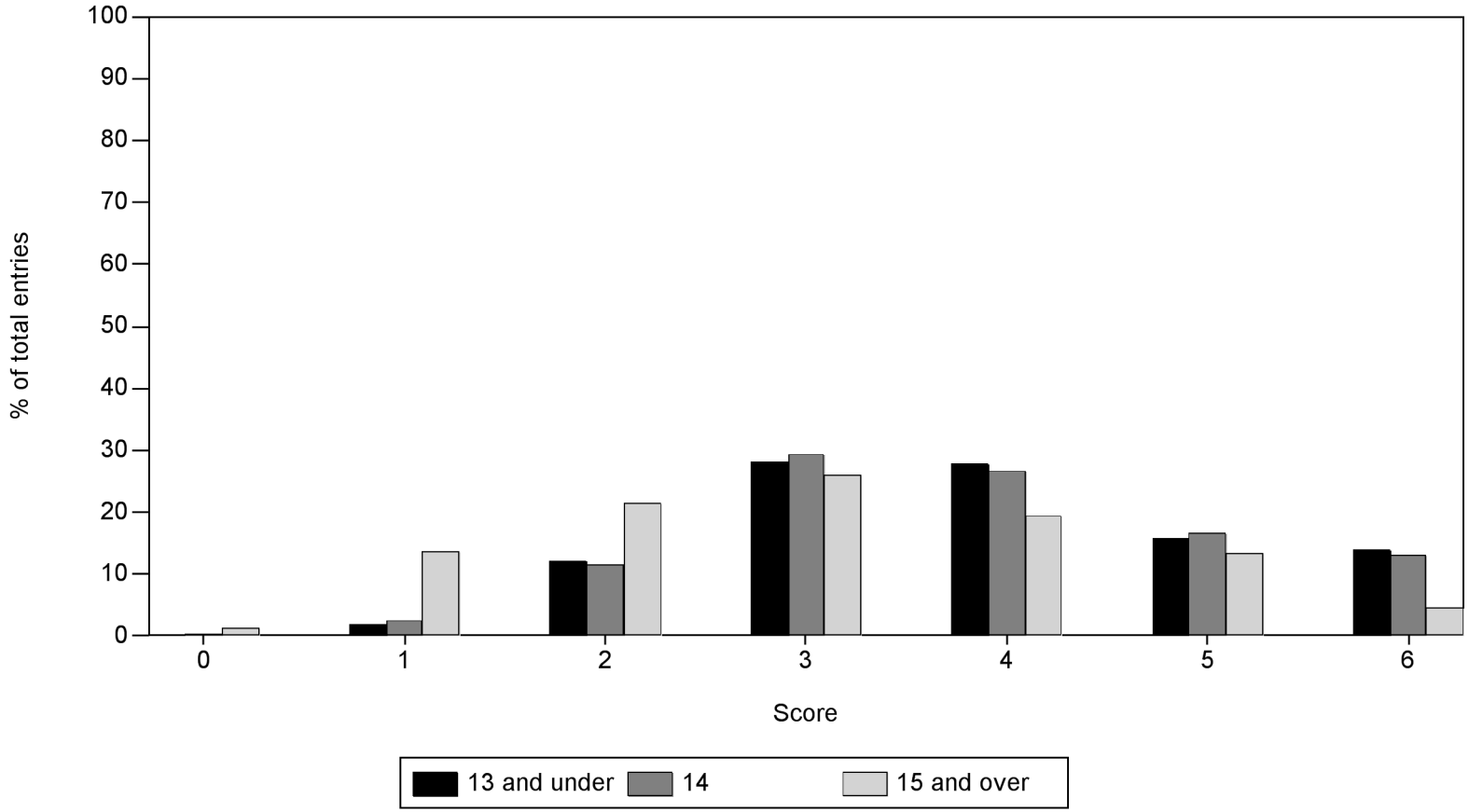
Distribution of Cambridge Secondary 1 Checkpoint total score for English as a Second Language by student's age, showing the cumulative percentage of the number of students at each score.



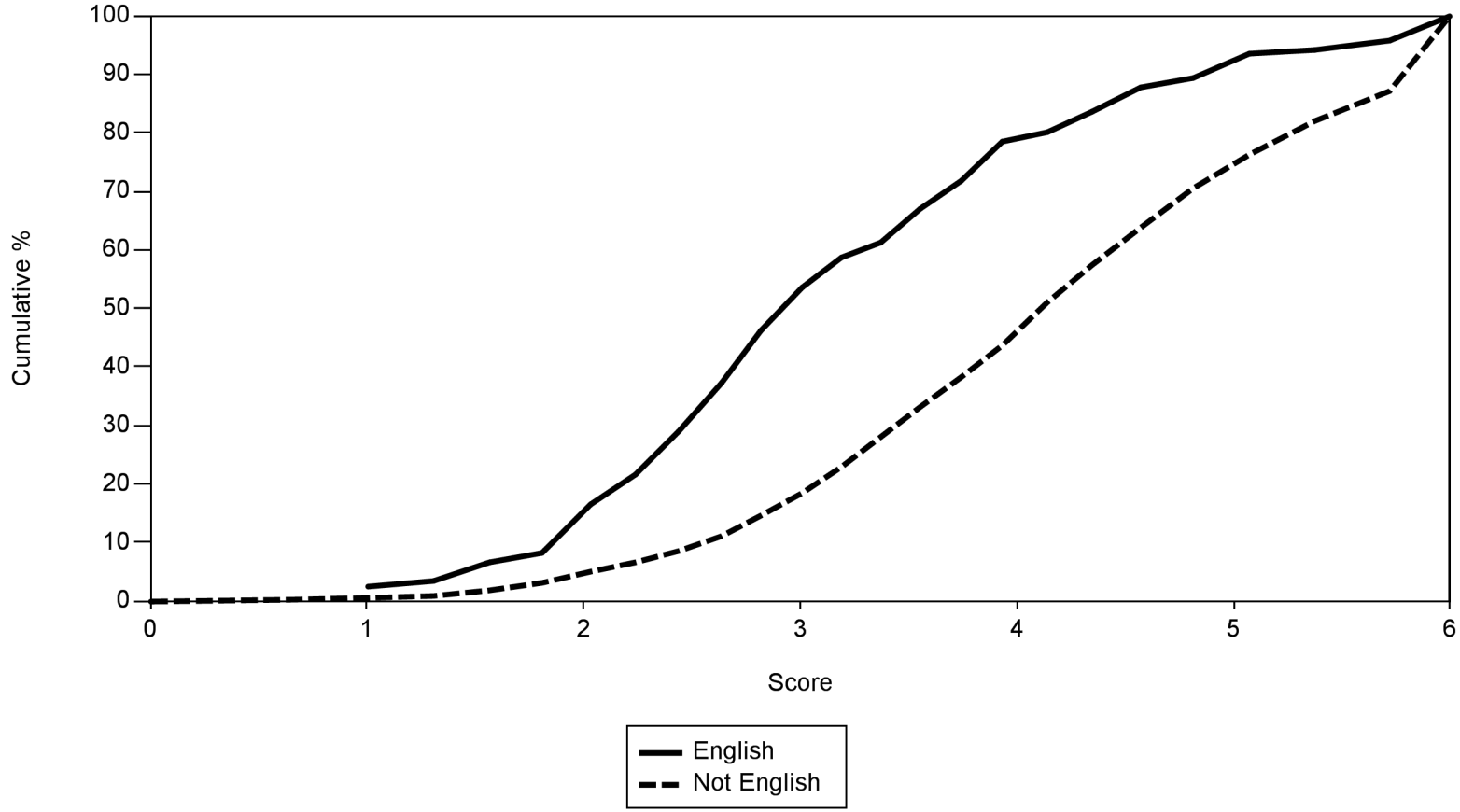
Distribution of Cambridge Secondary 1 Checkpoint Listening score classified by student's first language.



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.



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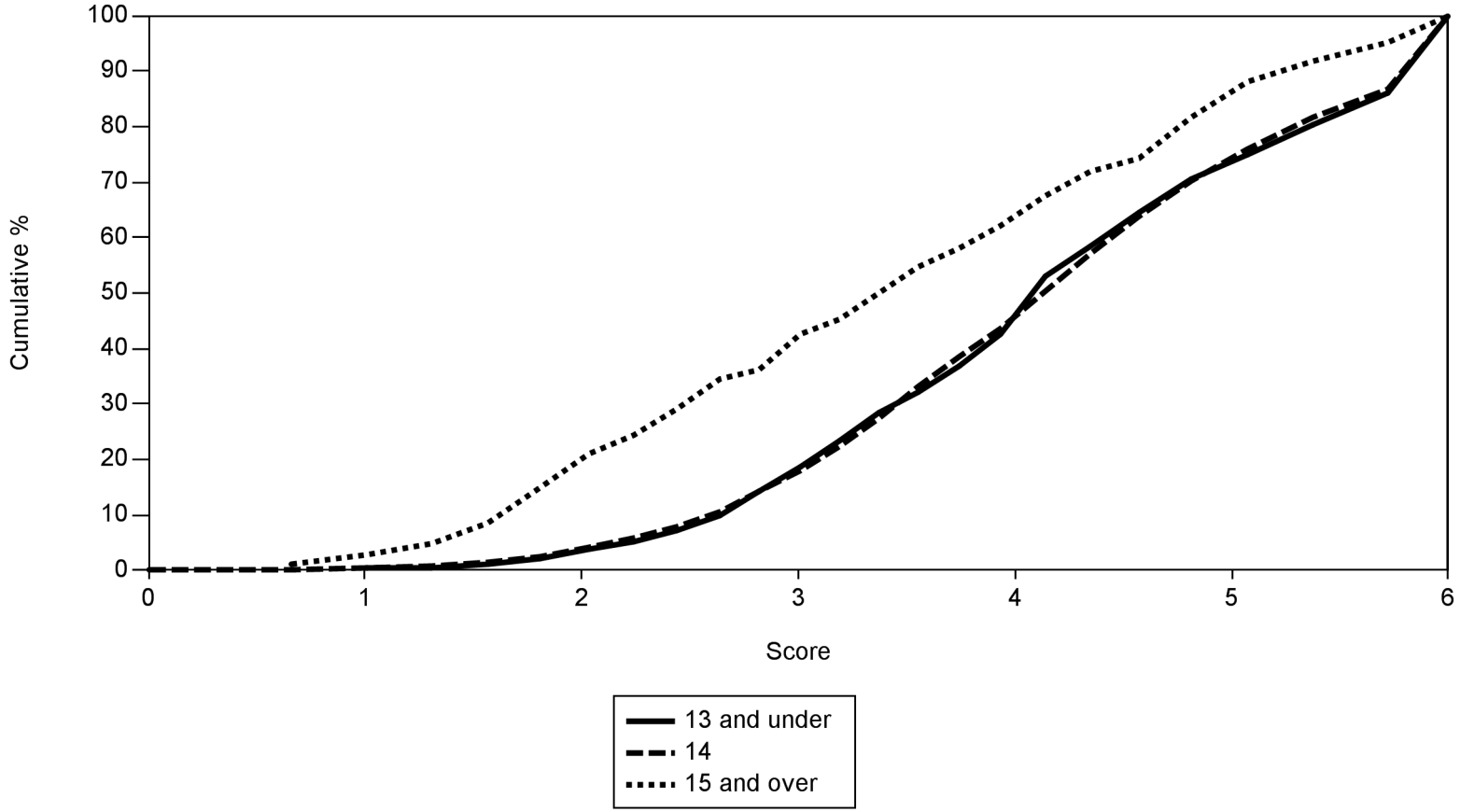
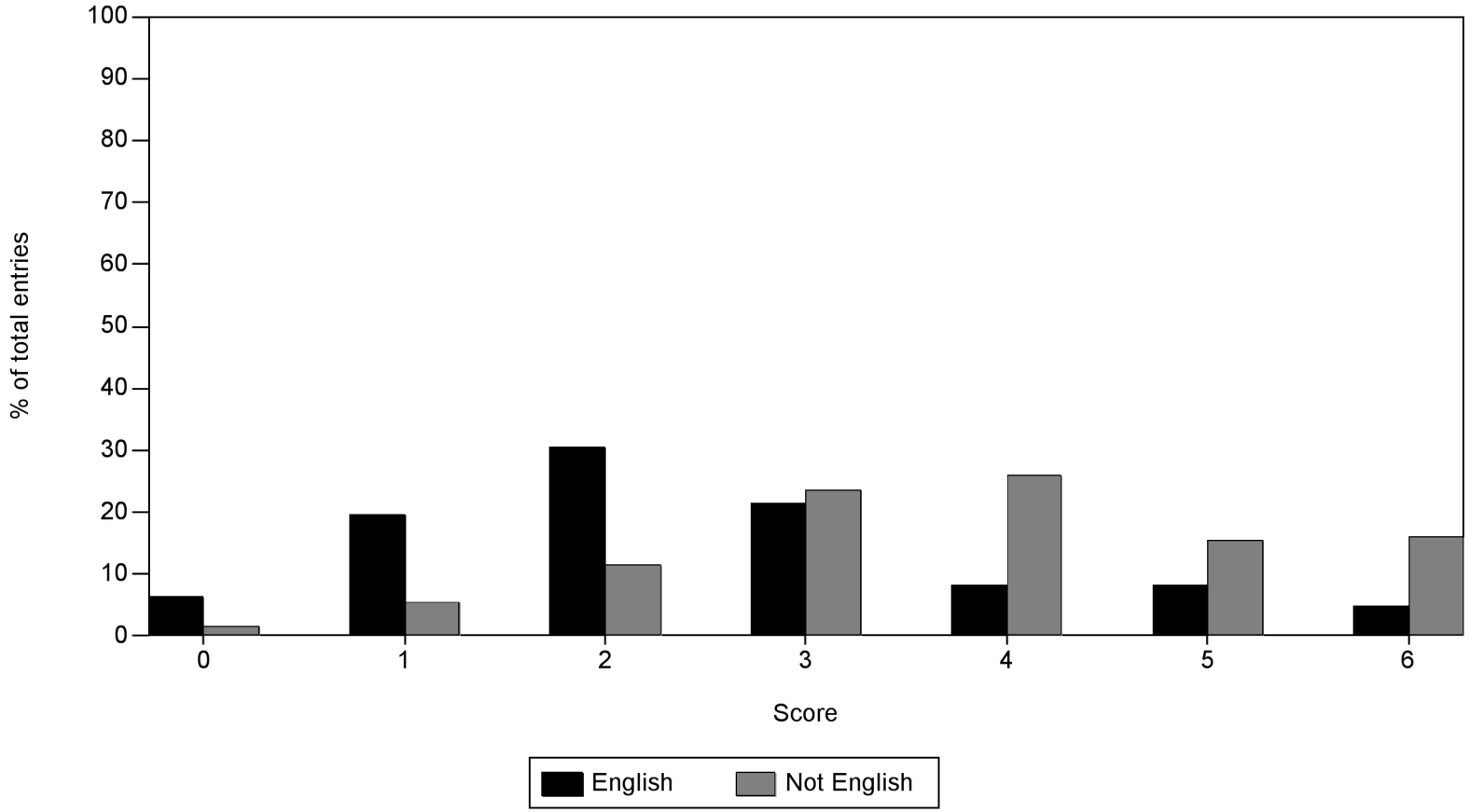
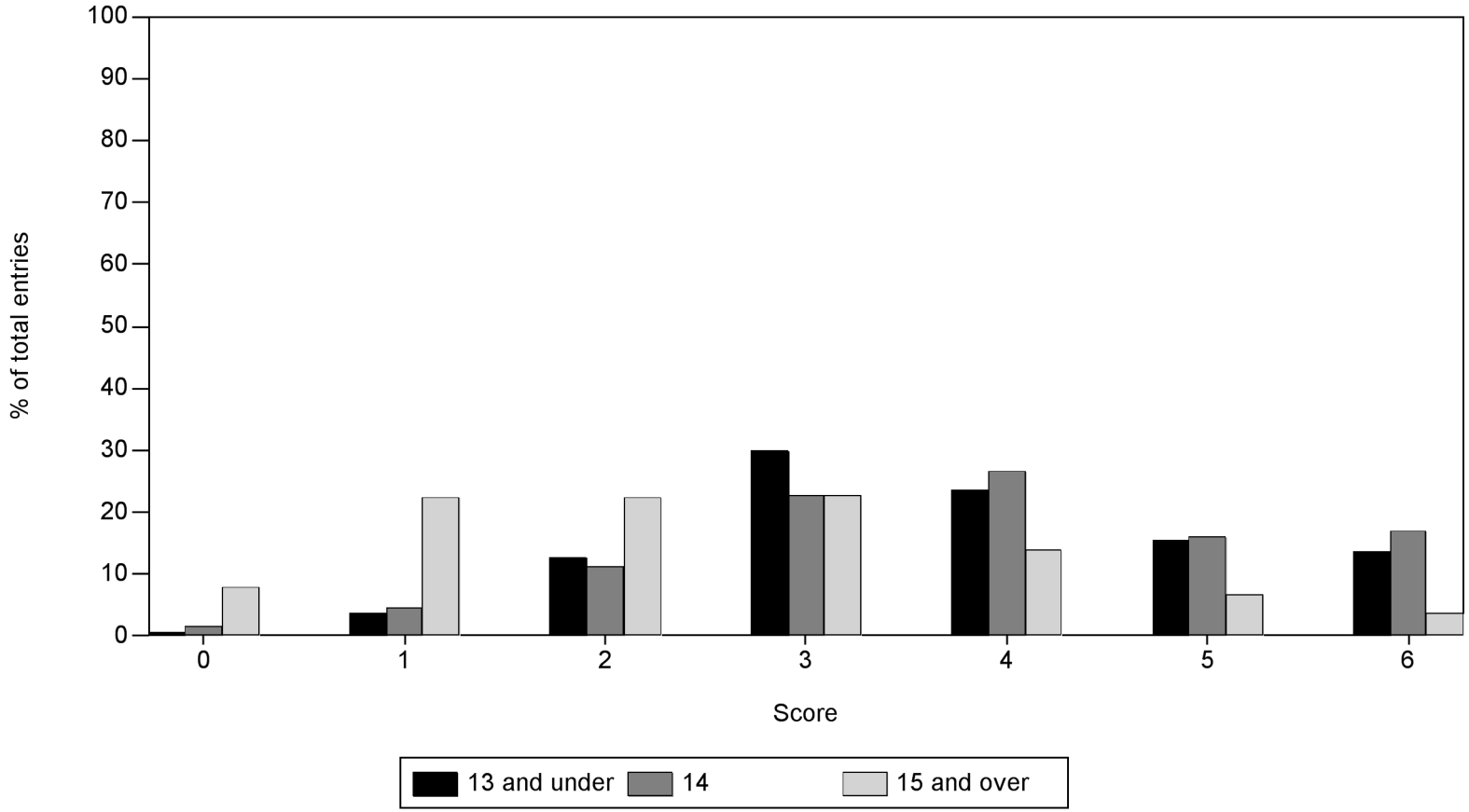


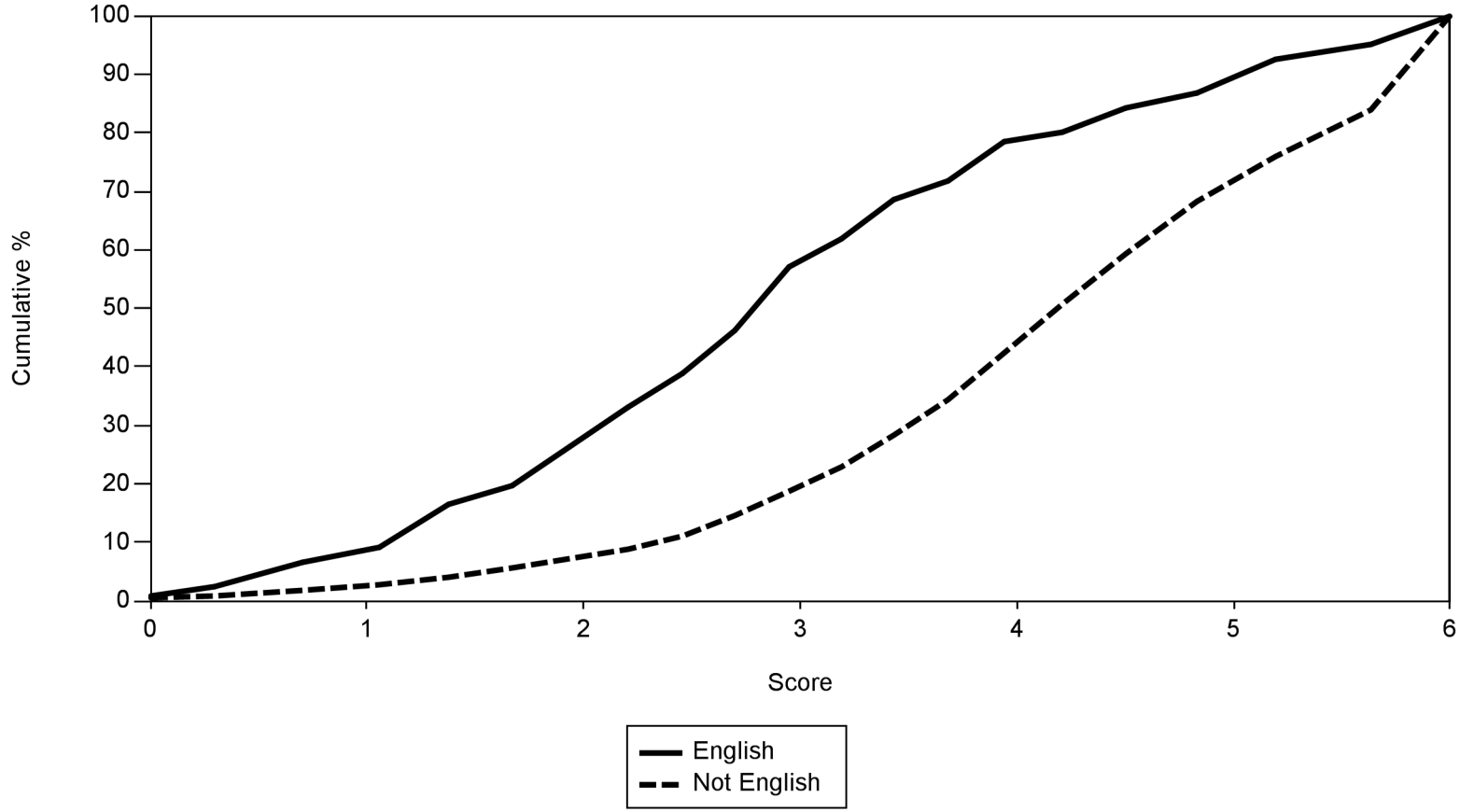
Distribution of Cambridge Secondary 1 Checkpoint Reading score classified by student's first language.



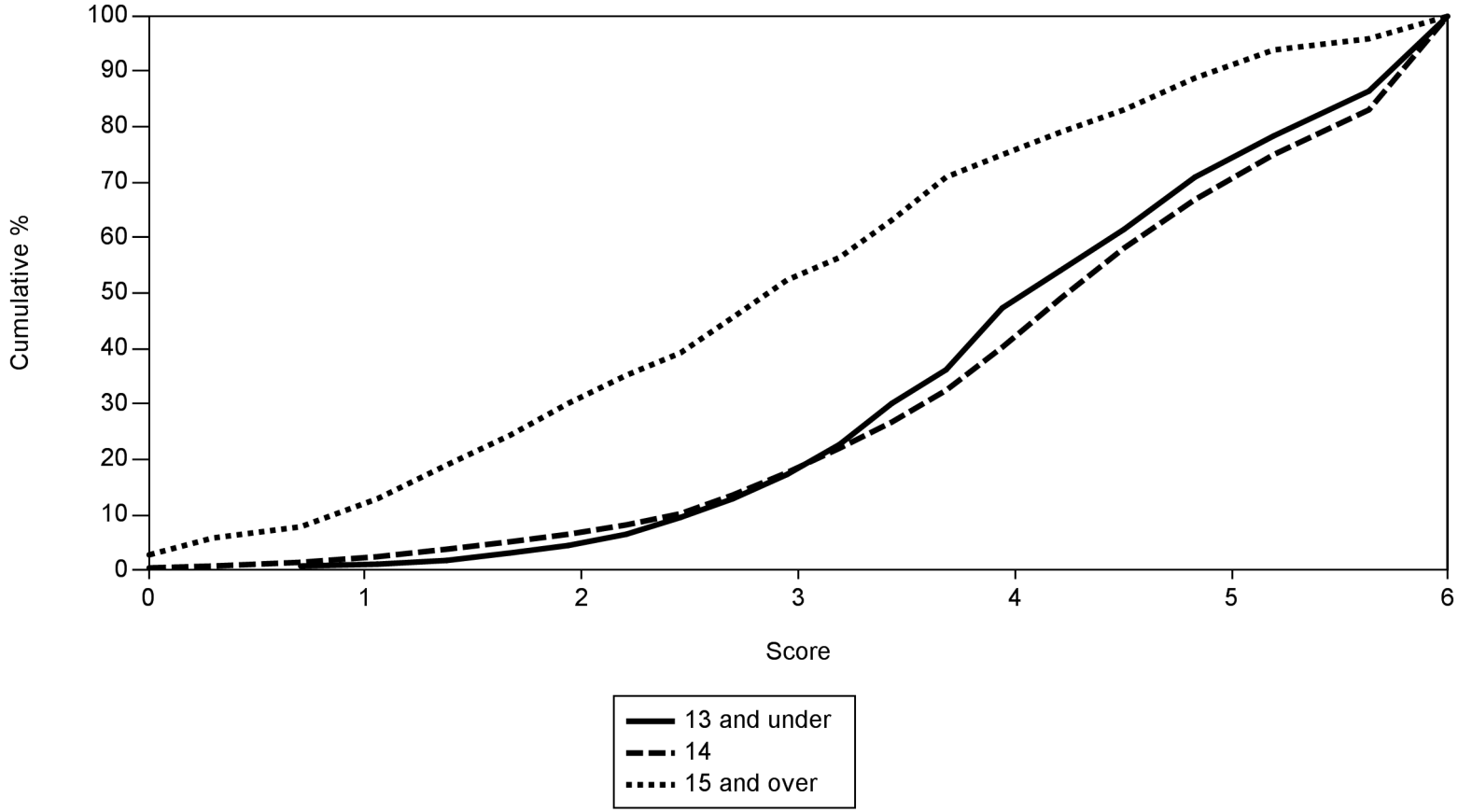
Distribution of Cambridge Secondary 1 Checkpoint Reading score classified by student's age.



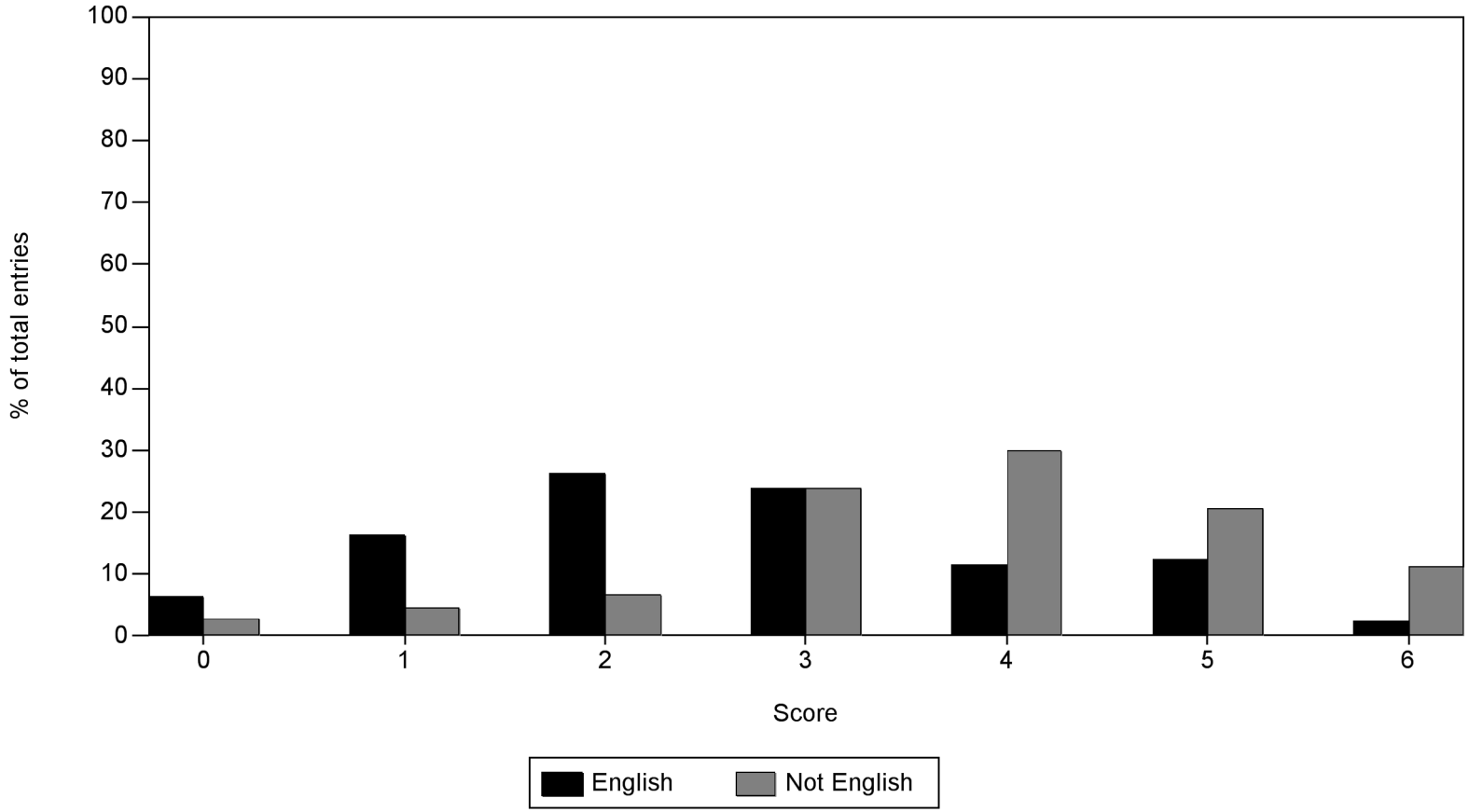
Distribution of Cambridge Secondary 1 Checkpoint Reading score by student's first language, showing the cumulative percentage of the number of students at each score.



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.



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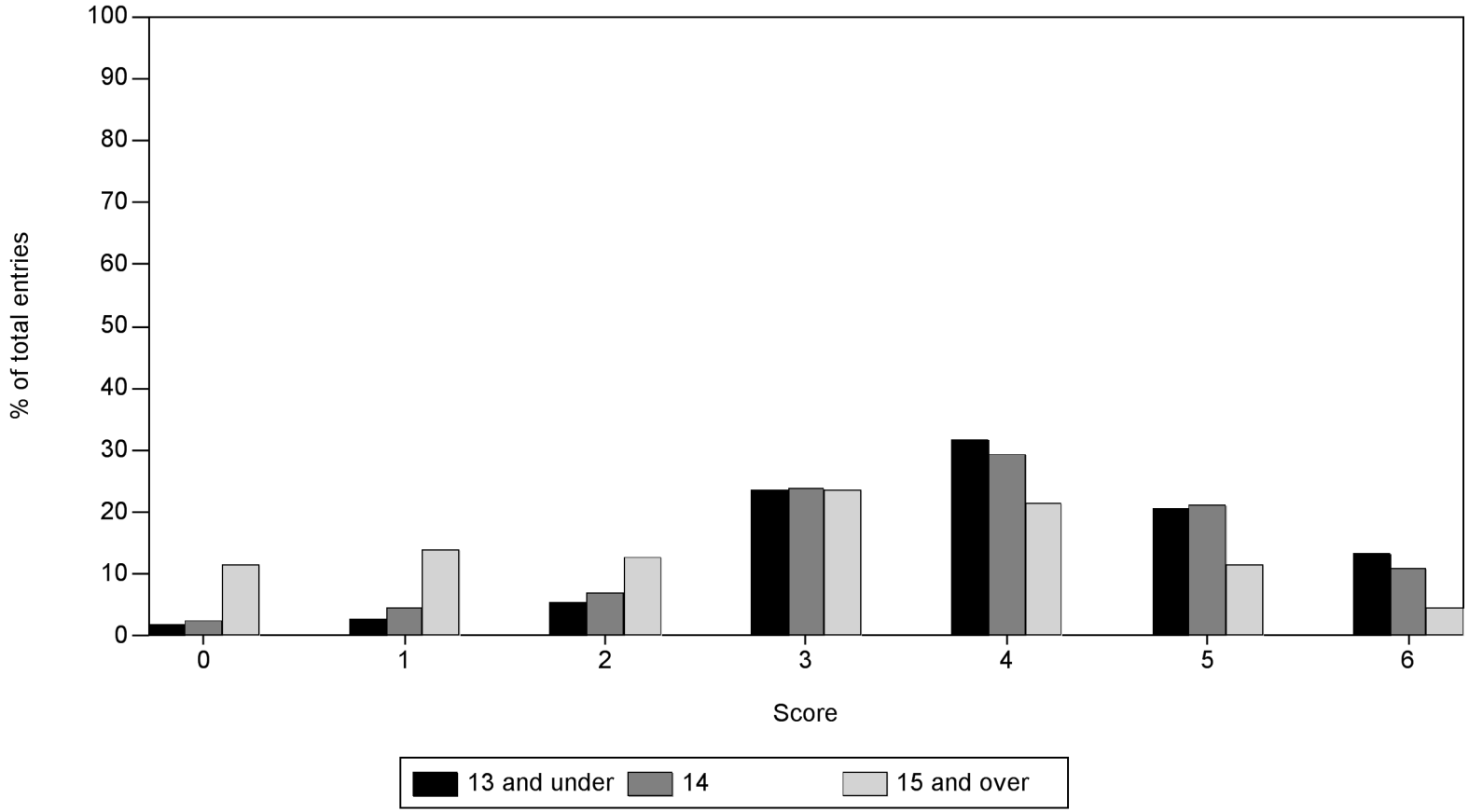
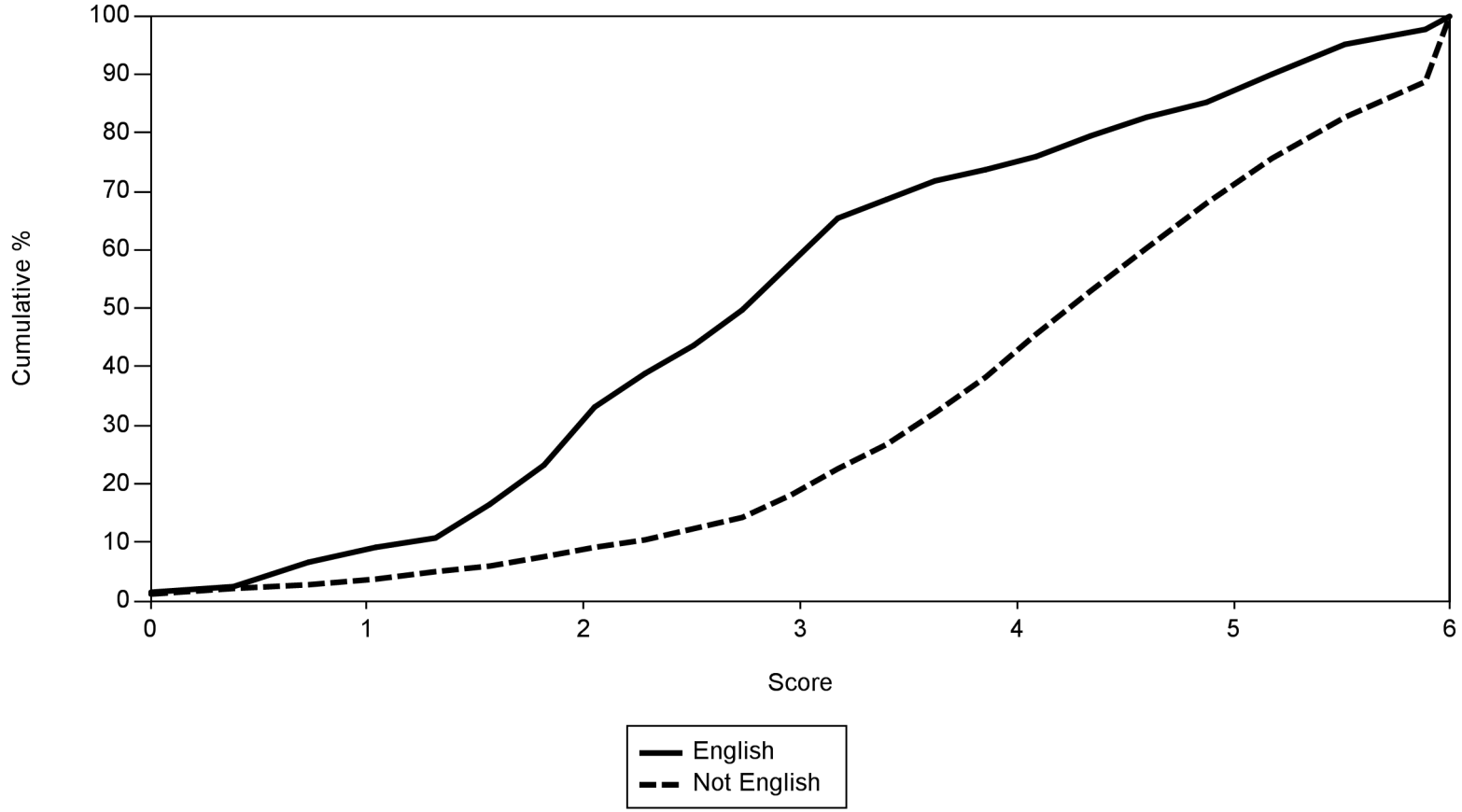
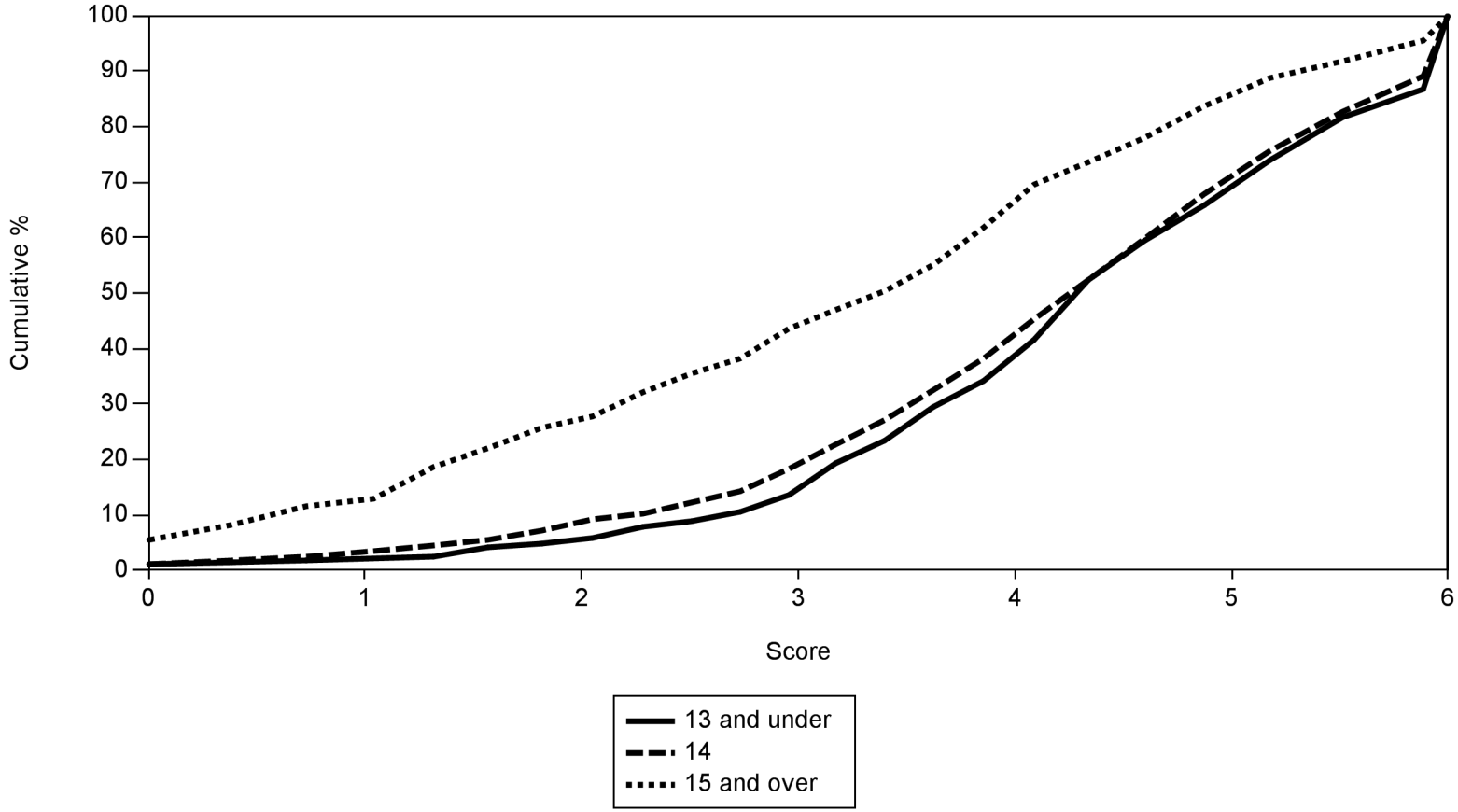


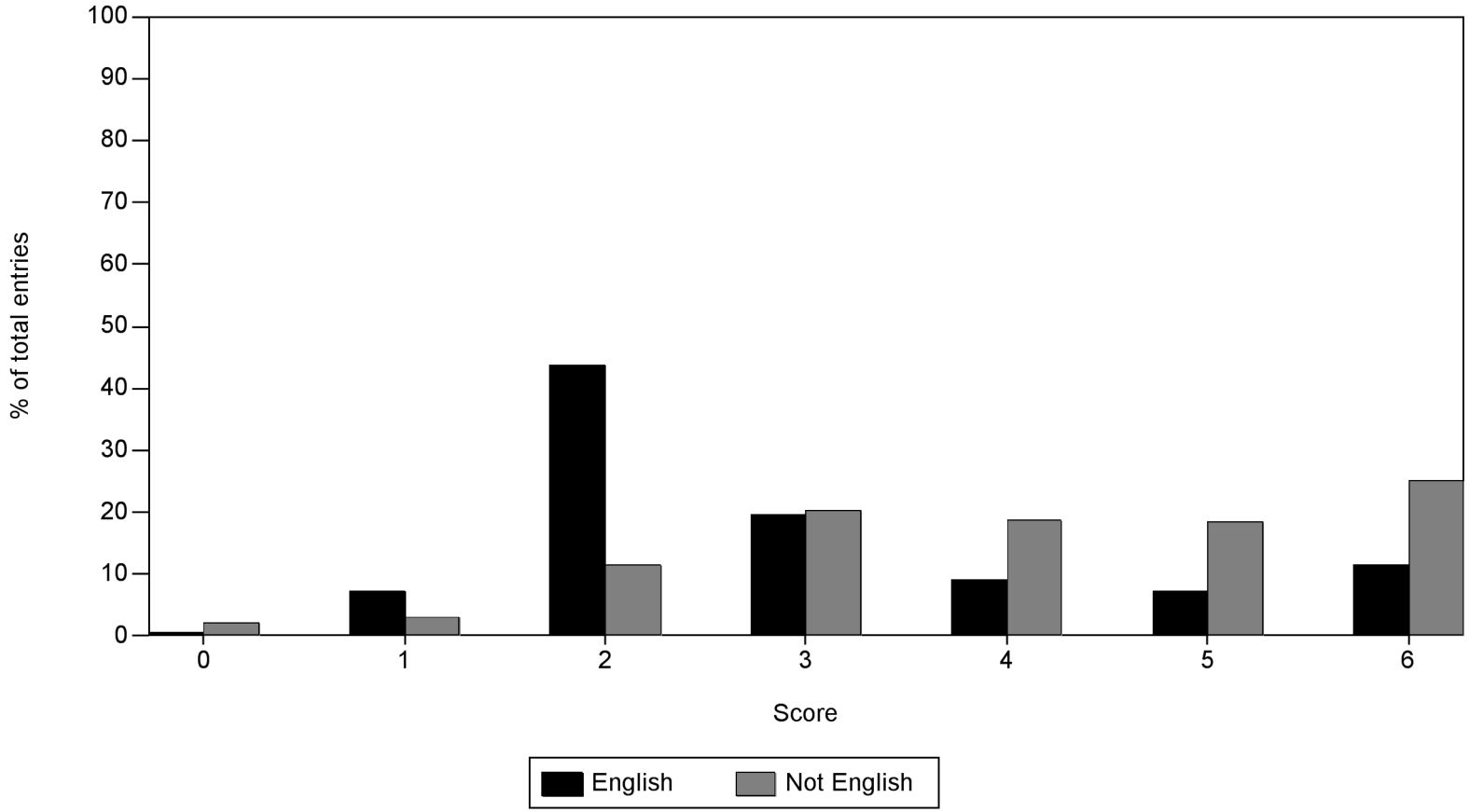
Distribution of Cambridge Secondary 1 Checkpoint Usage score by student's first language, showing the cumulative percentage of the number of students at each score.



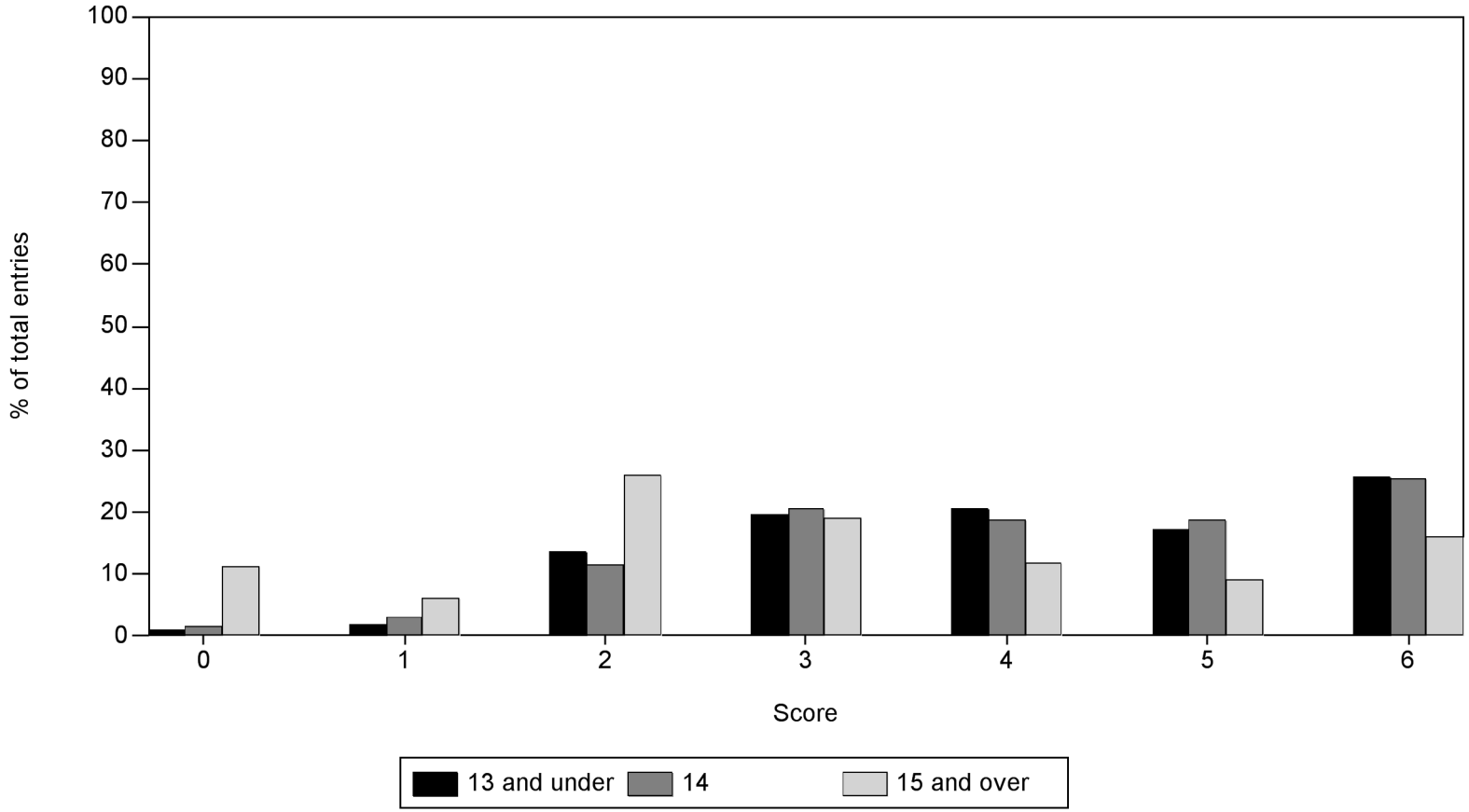
Distribution of Cambridge Secondary 1 Checkpoint Usage score by student's age, showing the cumulative percentage of the number of students at each score.



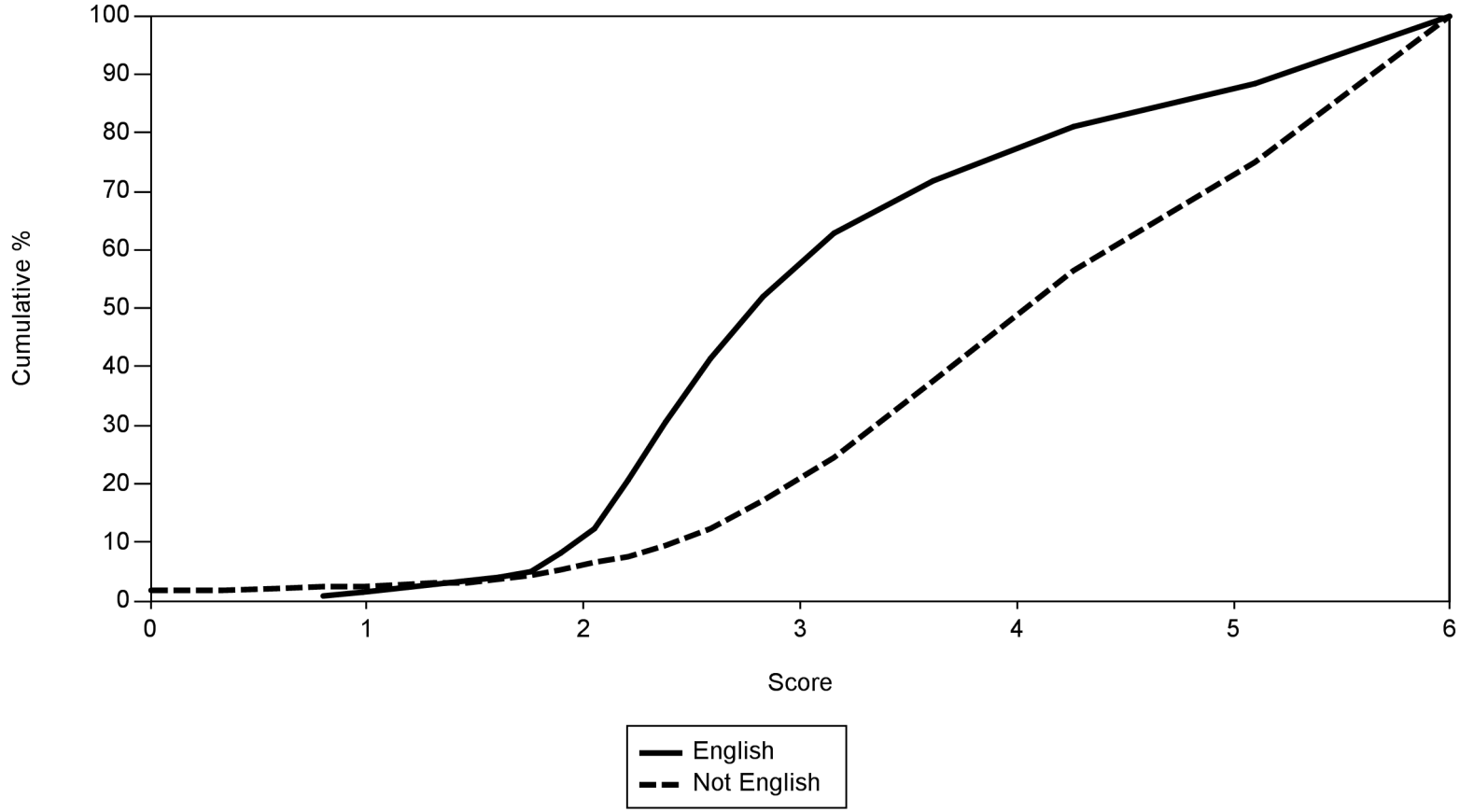
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's first language.



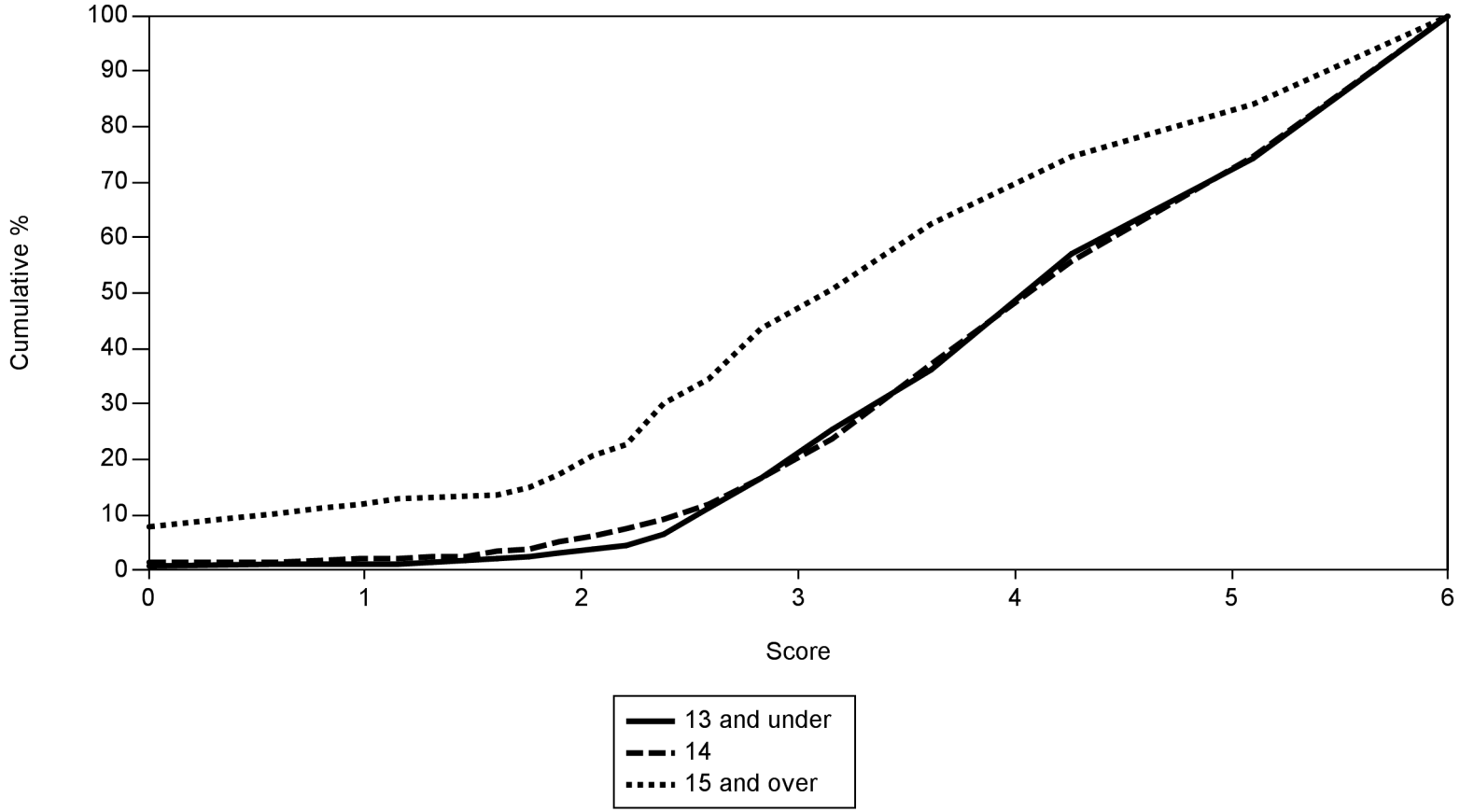
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's age.



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



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



3. Cambridge Secondary 1 Checkpoint English 1111

3.1 Comments on specific questions – English 1111 component 01

General Comments

Section A – Reading (questions 1-7)

The first passage was an extract of an article 'Frame by Frame (Writing a film score)' by Ian Hand. The second was an extract from a website about script-writing. The extended writing in Section B, Question 8, was to write an article for a film magazine, giving an opinion on what makes a great film.

Section B - Writing (question 8)

This question asked learners to write an article for a film magazine, giving an opinion on what makes a great film.

Question 1

This question was in three parts. The first (1a) asked 'what position did the television company first offer the writer's band?' The second (1b) asked 'why did the writer decide to create some Spanish-style music for the film?' The third (1c) asked 'how did the writer get over the problem of not having seen the film that he was writing the music for?'

(a) Question 1a - The majority of learners gained a mark for this question.

(b) Question 1b - Again the majority gained a mark for this question. The most common incorrect response was 'to tie the Spanish music to the film, not the story'.

(c) Question 1c - Most achieved a mark with the occasional candidate giving a response relating to a song rather than a piece of music.

Question 2

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

(a) 'Blown away': Amazed / astonished mostly given. Incorrect answers included responses along 'thrown away' lines.

(b) 'Arose': One of the most difficult to explain. Most correct responses related to 'came'.

(c) 'Services': Help or work were the most common responses. There were some attempts to enlarge on responses, which managed to negate the original response in the process.

(d) 'Score': Not easy to explain. Correct responses were varied with many 'music', 'soundtrack' and 'musical instructions'. Most common incorrect responses were references to the singular song, the non-musical script and responses related to sport, such as goal.

Learners less often gave multiple responses. To gain a mark, only the first answer is accepted.

Question 3

This question often proves difficult for many. The marks seemed to equate between zero and one with few achieving two marks. Some learners put lines on the top of the capital I (already there) and think those two are part of the punctuation required. Also, some learners are not aware that adding capital letters is part of the punctuation to be corrected. Few learners were awarded no marks. Frequent errors included speech marks at line level and incorrect use of inverted commas to indicate a film title.

Question 4

This question required learners to insert a relative clause into the simple sentence 'Ian Hand wrote the music for a short film', using information from the passage. Although often answered correctly by those who knew what a relative clause is, it was clear that many learners were unaware of how to respond to this question.

Question 5
This caused problems for those who attempted to construct sentences using however, yet or so. Relatively few gained a mark as this question often proves difficult.

Question 6
This question asked learners to insert two different forms of the same verb into blank spaces in the sentence 'All the members of the band improved at rehearsal yesterday. Today, they will……..better progress and with more practice they will be……great progress.' Those who gained marks here usually gave the response make, achieve or show. This was mostly correct with few incorrect responses. These included get / getting and do / doing, demonstrating difficulty with grammar. Some learners gave two different verbs, which lost the mark.

Question 7
The summary question is split into two parts. The first asked candidates to make a list of all of the main things to do when turning an idea for a story into a film script, while the second focused on the candidates' ability to present their points in well organised, accurate sentences, with a limit of 80 to 100 words. Full sentences were not required.

(a) This question was very well answered. Most learners achieved four marks, some three. There were very few below this.

(b) There were still many learners lifting from the passage, with just a few using their own words to gain four marks. Some learners went over length and therefore lost a mark. Frequently, less strong learners lifted chunks from the text.

This question was answered better than in recent sessions, possibly because points were easily found and few responses were given with no points at all. A significant number of responses were over long, possibly due to the large number of points made. Lifting continues to be an issue and is the most common reason for low marks.

Question 8
Learners responded very well to the task and passage set, and engaged well with the task. Some chose to work around one genre, others based their responses on a single film, and there was no shortage of ideas. There were a range of appropriate and sensible responses that mostly lacked the fluency, control and sparkle required for full marks. Many responses seemed to suffer from a degree of memorisation. Few responses gained full marks or demonstrated control of complex sentences and fluency. Stronger learners could respond creatively, using their own words to write a genuinely interesting response that did not rely solely on memorised class notes.
Many responses gave a long list of 'great films' but made mistakes with punctuation. The vast majority of responses were clearly aware of purpose and audience; some of the better responses were serious and formally phrased; others more obvious in their appeal to audience. Some responses were structured around bullet points. Relatively few candidates linked paragraphs by 'first, secondly' and so on, so cohesion had to rely on topic linkage. Learners who had chosen to make direct address to their audience used a greater variety of sentence structures than those who were more 'detached'.
The majority wrote responses which were relevant, clear and well organised. There were some difficulties with tenses and verb forms, even in some of the responses which were generally well expressed and developed. Some less strong learners gave simply a straight-forward recount of a film they had seen.

3.2 Comments on specific questions – English 1111 component 02

General Comments

Section A: Reading (questions 1-8)

The text used for the paper was an extract from Jane Eyre by Charlotte Bronte. The questions in section A required learners to show they understood the text and assessed their understanding of explicit and implicit meaning. It is most important for learners to read all questions and instructions very carefully and to understand the difference between those questions requiring own words and those where quotations are to be selected. Not doing so can result in lost marks.

Section B: Writing (question 9)

Question 9 required learners to write a story following the prompts provided. This session learners were asked to write about an animal.

Question 1

(a) This was well answered by the majority, who correctly identified 'the past'.

(b) Few learners chose the required clothes reference of 'bonnet and cloak' / clothes. Most thought the reason was because we rarely now walk to post letters.

Question 2

Most learners successfully answered the question with an apt, positive response, such as 'pleased' or 'happy'. However, some did not use their own words, giving 'pleasant' from the passage, or even taking their response from later in the extract when the narrator had already set out. Those successful in the first part usually supplied a suitable quotation for the second part, 'tired of sitting still' being quite common.

Question 3

This was a challenging question, requiring learners to read the passage carefully and understand that it must be late morning or afternoon – no earlier or later. Those who answered the first part correctly chose an appropriate supporting quotation such as 'tired of sitting … whole long morning'.

Question 4

The answer to the first part had to be in the learner's own words to get a mark, and this was often the case. Most understood that the man was in need of help after his fall and usually supported this with 'there was no other help to summon'. It was important here that the quotation selected clearly supported the reason supplied.

Question 5

Most learners responded well to this question, provided that they attempted to use their own words. It is better to avoid less effective, unspecific vocabulary such as 'nice', 'lovely' or 'boring'. Some referred to 'snow' which demonstrated a misunderstanding of the text.

Question 6

(a) Most correctly selected two quotations from the passage. A few learners confused the dog and the rider, showing again how important it is to read with care. Less strong learners did not fully understand the meaning of 'character' and described his actions or appearance.

(b) Generalised comments such as 'nice', 'kind' and 'brave' could not gain a mark, but many learners offered independent, tough, determined, polite or similar, which showed good understanding.

Question 7

It was important to select words or phrases from the correct section of the extract, when the horse and rider were approaching. Those who selected material from after line 24 ('he passed') did not gain marks.

Question 8

(a) This was a challenging question, dealing with the author's intent. Some learners explained that the sound was quiet, but not many inferred that there were few inhabitants or that it emphasised how far away the narrator was.

(b) Many learners handled this question well. Most were able to explain the effect of the repetition, although many included the word 'effort' in their responses. Learners should be reminded in classroom preparation that in this question they are only expected to comment on the word in bold.

Question 9

The vast majority of learners produced a suitable narrative and followed the prompts. A few wrote informative pieces describing looking after a pet, or facts about a wild animal which did not fulfil the requirements of the mark for content. There were very few instances of learners copying out large portions of the reading passage. The subject matter clearly appealed to many learners and provided opportunities for some writing that was a pleasure to read and occasionally very touching. Many chose to write about dogs, but cats, bears, elephants, dragons and unicorns all went to great heroic lengths to save their owners and their friends and their property.

Most learners did follow the instructions to have an effective plot and a clear ending, though the suggestion to include 'emotions' was found difficult by many and resulted in some rather forced and strained sentences.

More learners are showing their ability to structure their stories into clear paragraphs. Most punctuated sentences correctly, but direct speech, essential to a story, was less well handled and, if taught effectively, would enhance learners' extended writing. In general, the range of punctuation used was rather limited, sometimes being restricted to full stops and capital letters. Learners would also benefit from improving their skills in using correct tenses. For example, they could be reminded in classroom preparation not to change from past to present and back within a story unless this is well controlled and for effect. Also, prepositions and verb / subject agreement are areas for classroom work. Some learners used an impressive range of apt vocabulary.

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

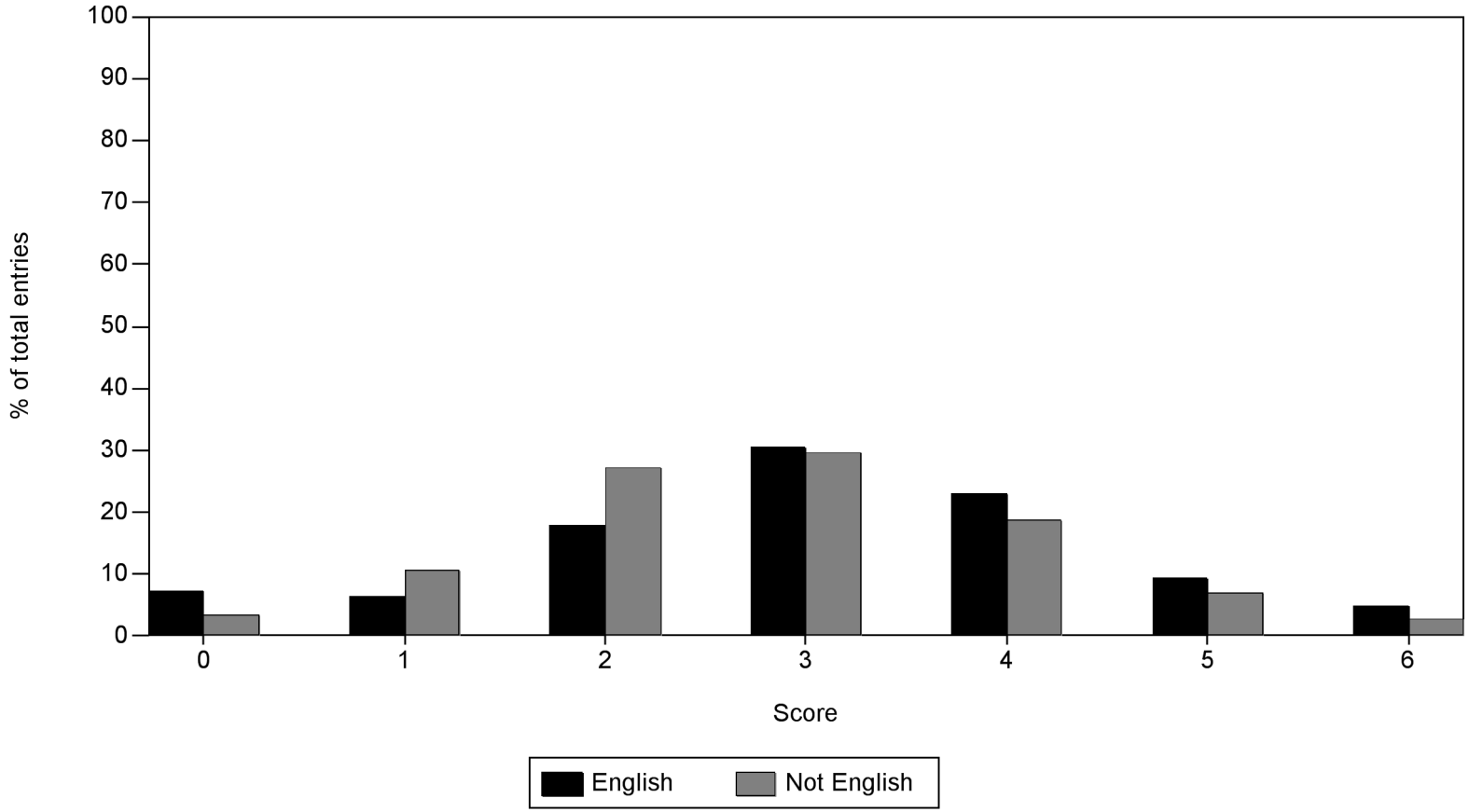
		Percentage of total entry	Average total score	Average Reading score	Average Usage score	Average Writing score
Age in years	**First Language**					
13 and under	Not English	14.6	3.1	3.2	3.1	3.2
13 and under	English	13.6	3.6	3.4	3.6	3.6
13 and under	All	28.2	3.3	3.3	3.3	3.4
Age in years	**First Language**					
14	Not English	25.9	3.2	3.2	3.2	3.3
14	English	16.4	3.3	3.3	3.3	3.2
14	All	42.2	3.3	3.3	3.2	3.3
Age in years	**First Language**					
15 and over	Not English	18.8	3.4	3.4	3.4	3.4
15 and over	English	10.8	3.6	3.4	3.7	3.7
15 and over	All	29.6	3.5	3.4	3.5	3.5
Age in years	**First Language**					
All	Not English	59.2	3.3	3.3	3.2	3.3
All	English	40.8	3.5	3.4	3.5	3.5
All	All	100.0	3.3	3.3	3.3	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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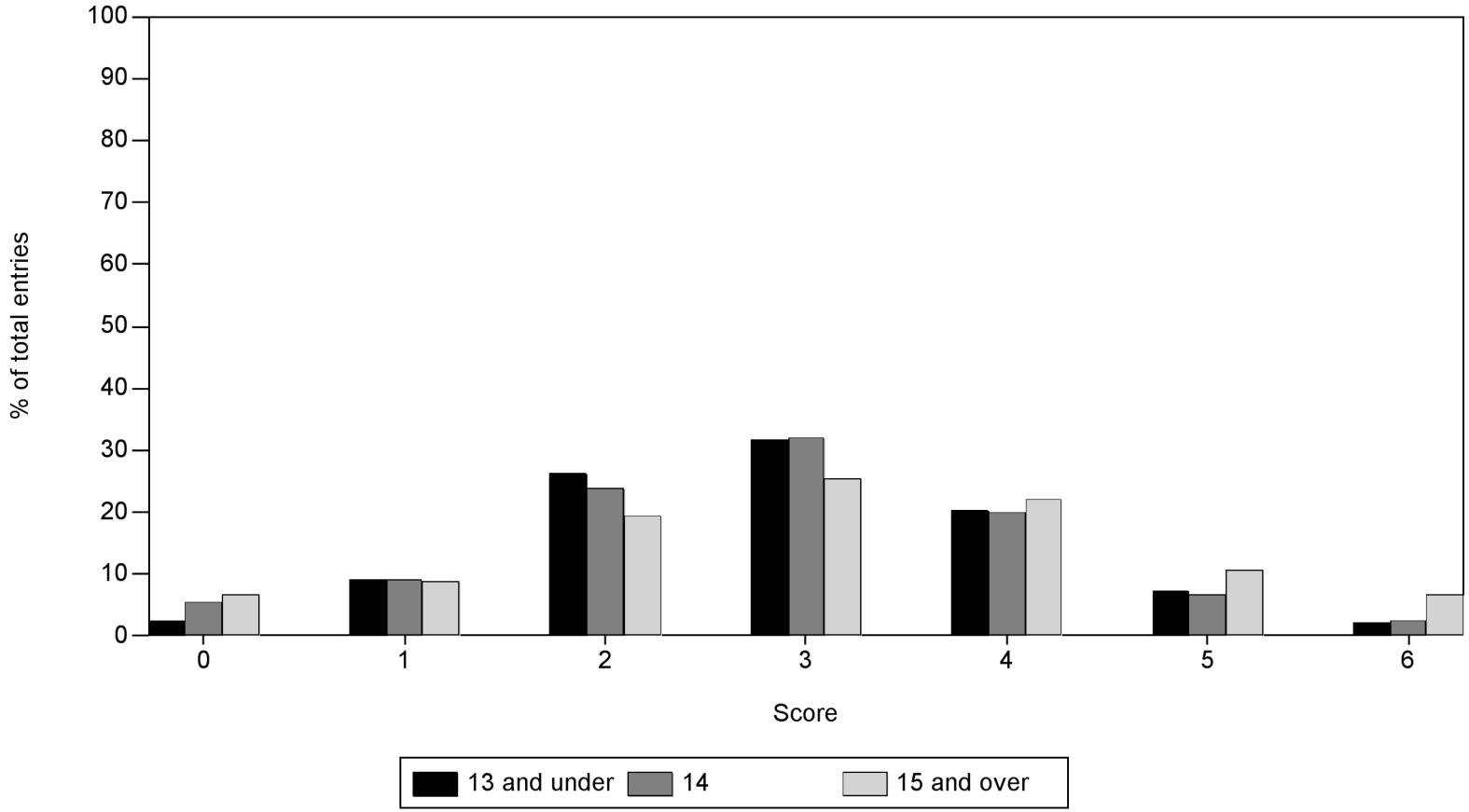
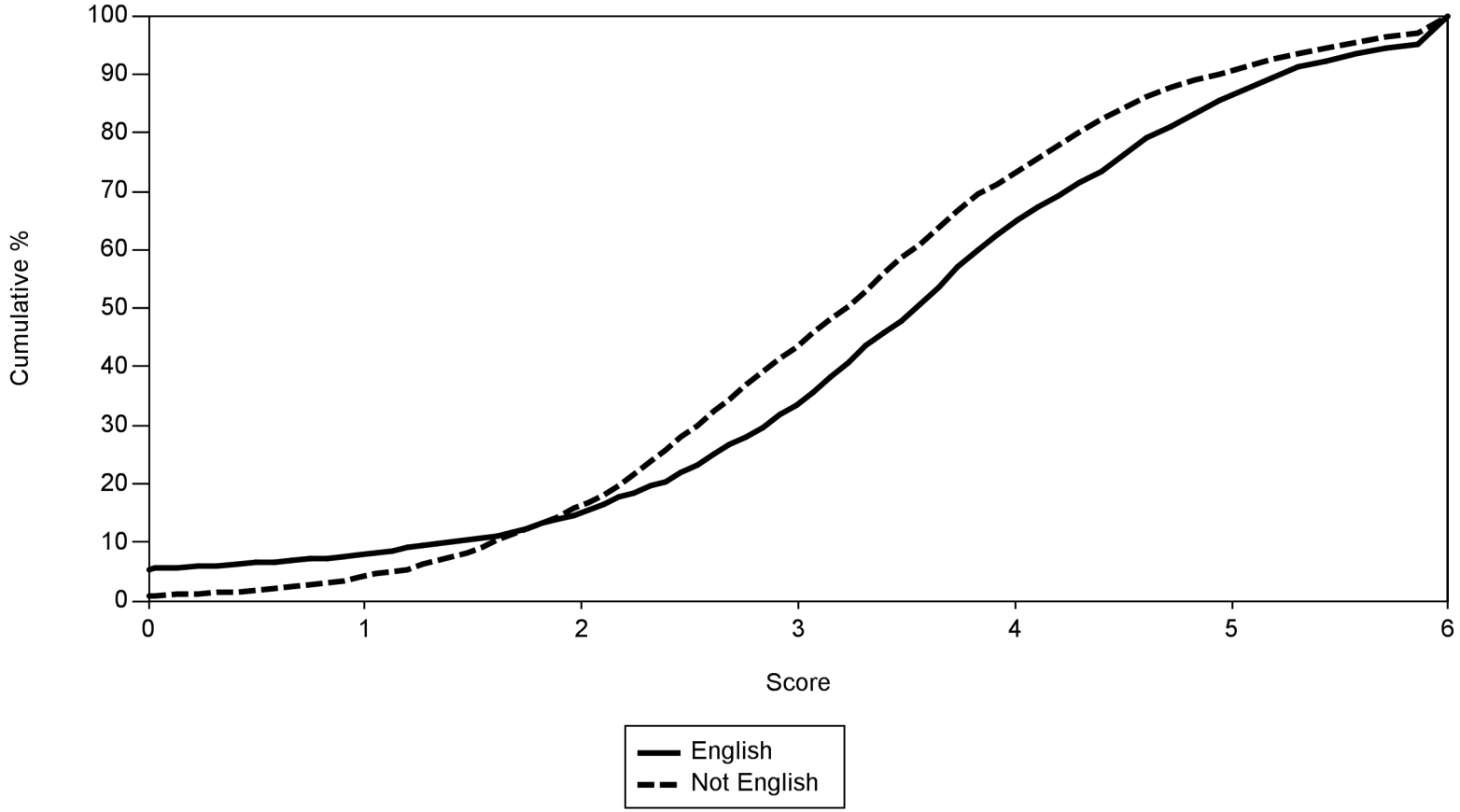


Distribution of Cambridge Secondary 1 Checkpoint total score for English by student's first language, showing the cumulative percentage of the number of students at each score.



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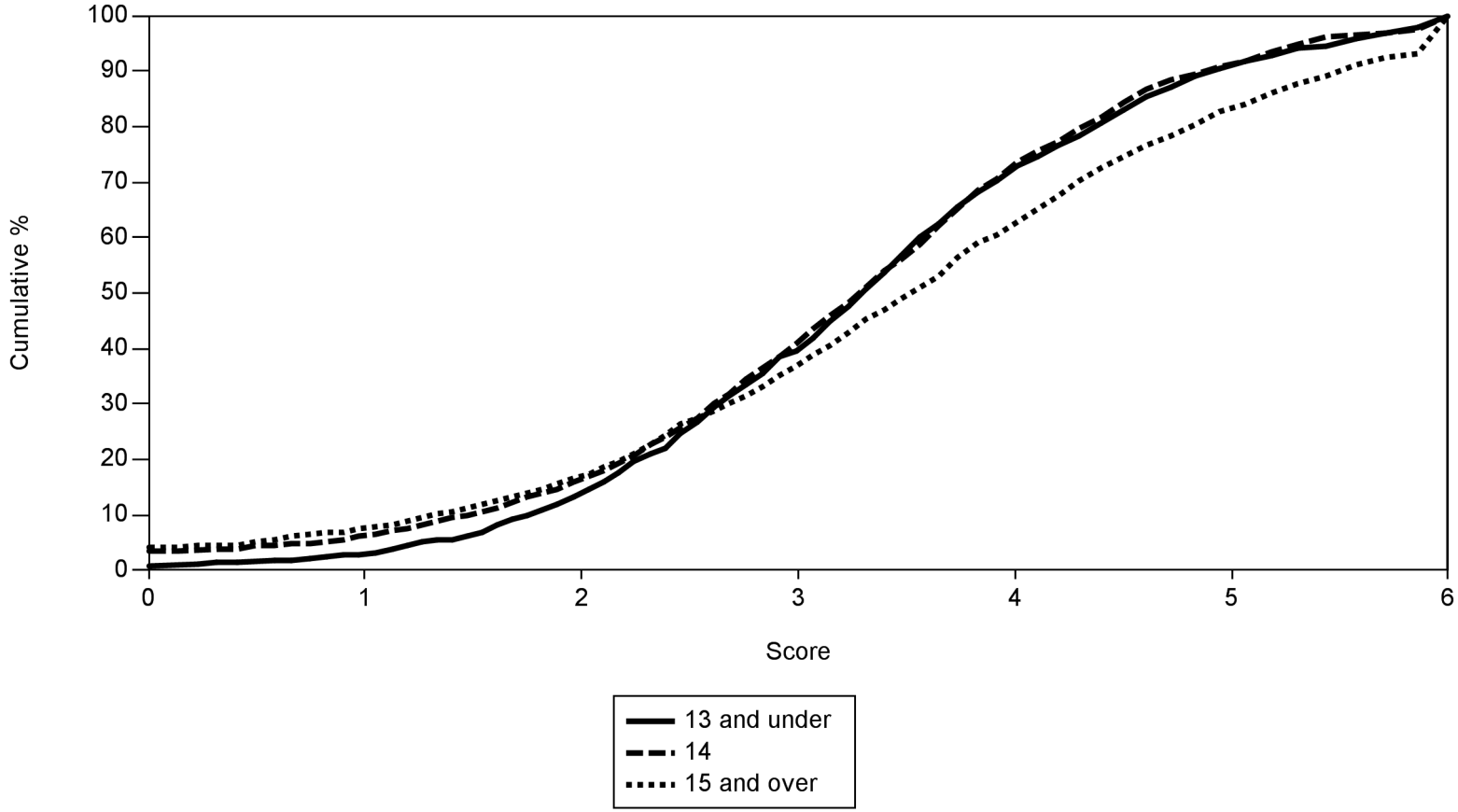
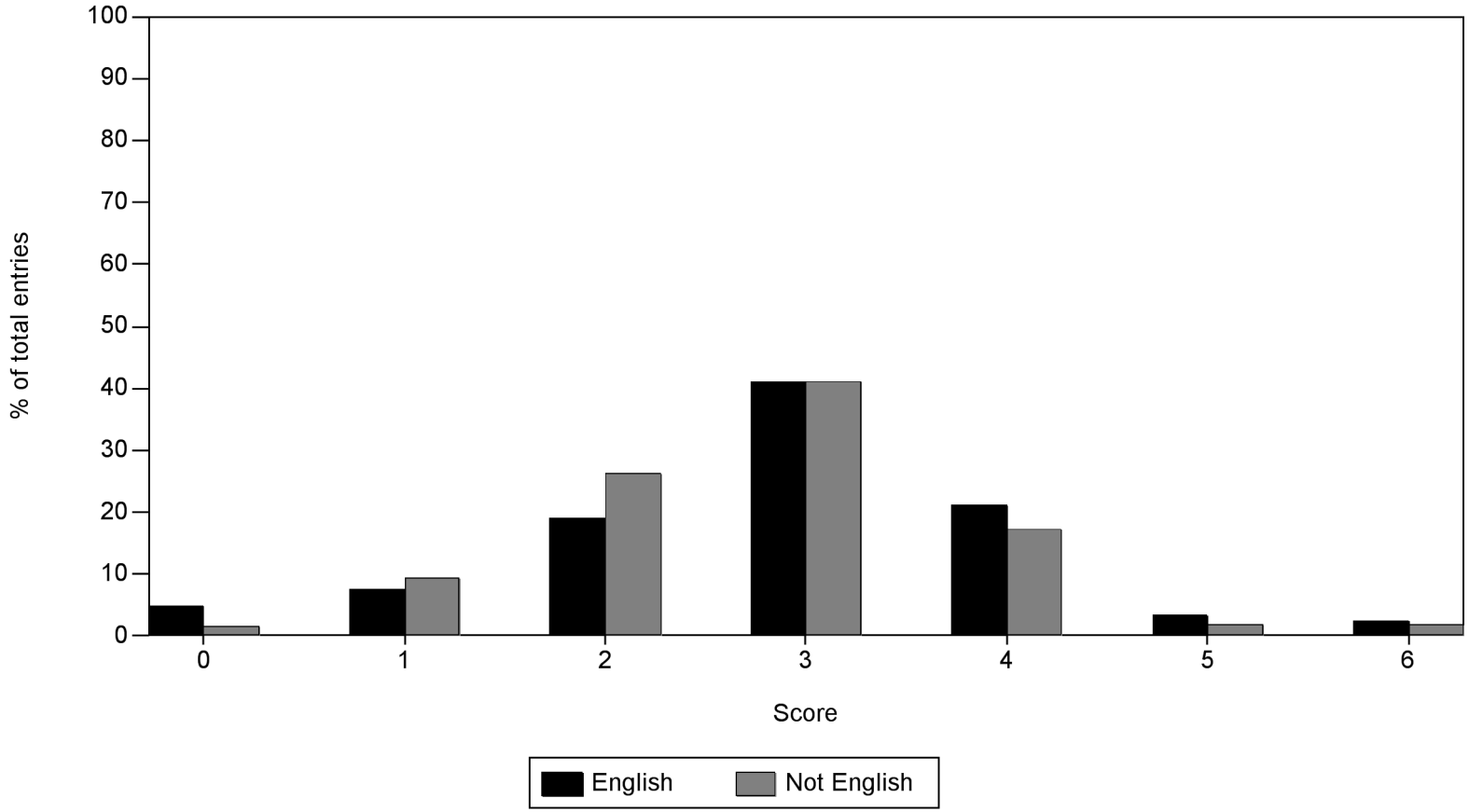


Distribution of Cambridge Secondary 1 Checkpoint Reading score classified by student's first language.



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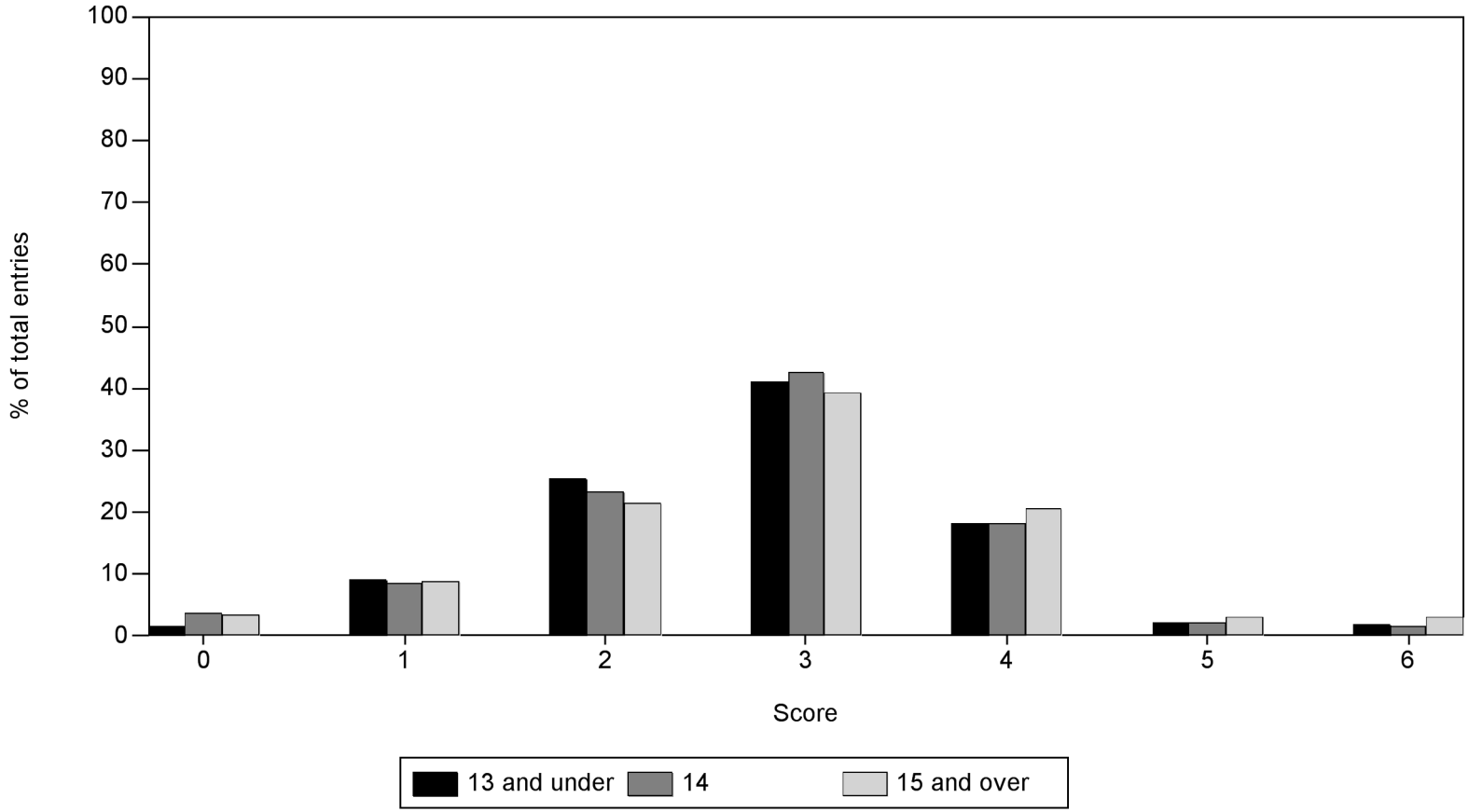
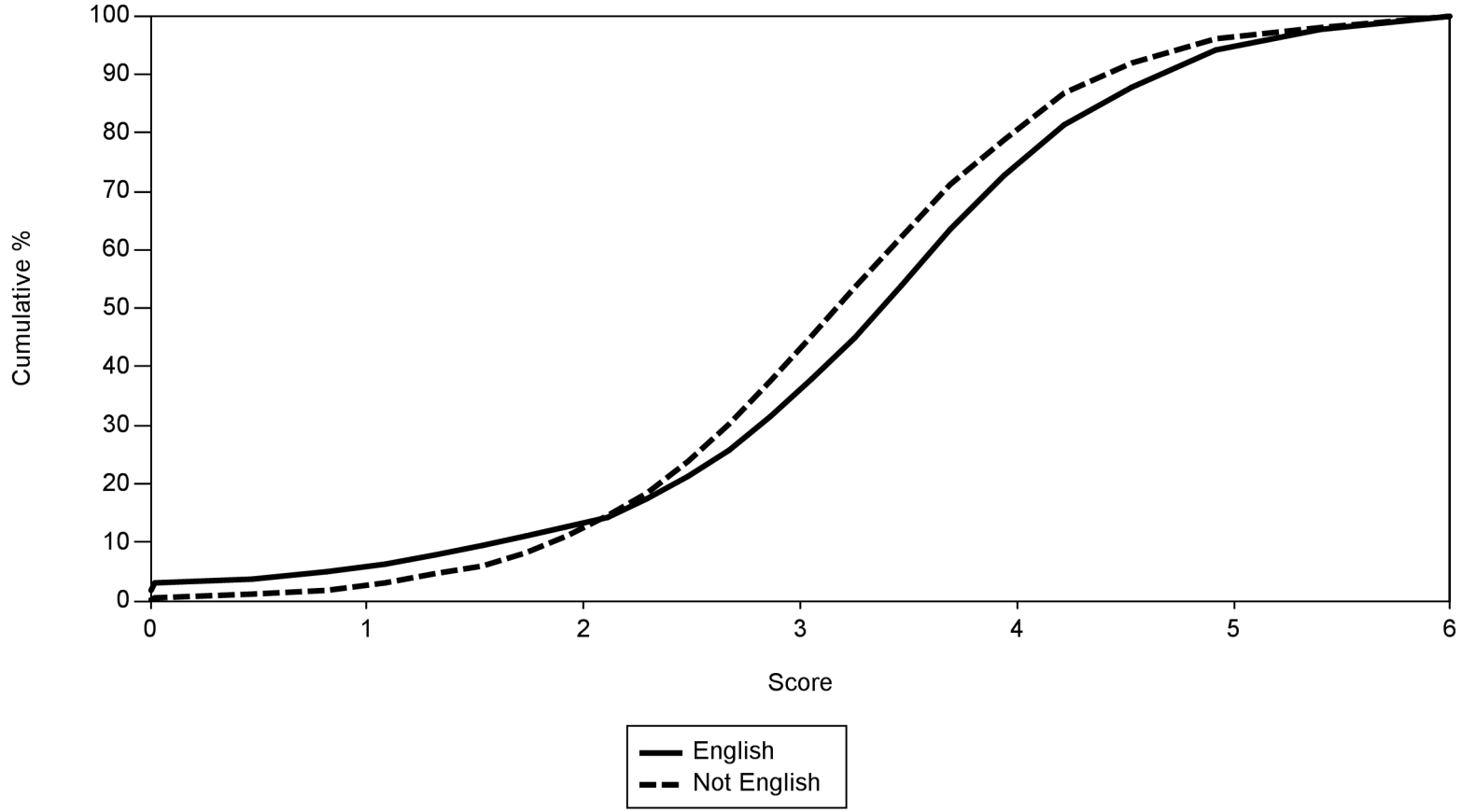


Distribution of Cambridge Secondary 1 Checkpoint Reading score by student's first language, showing the cumulative percentage of the number of students at each score.



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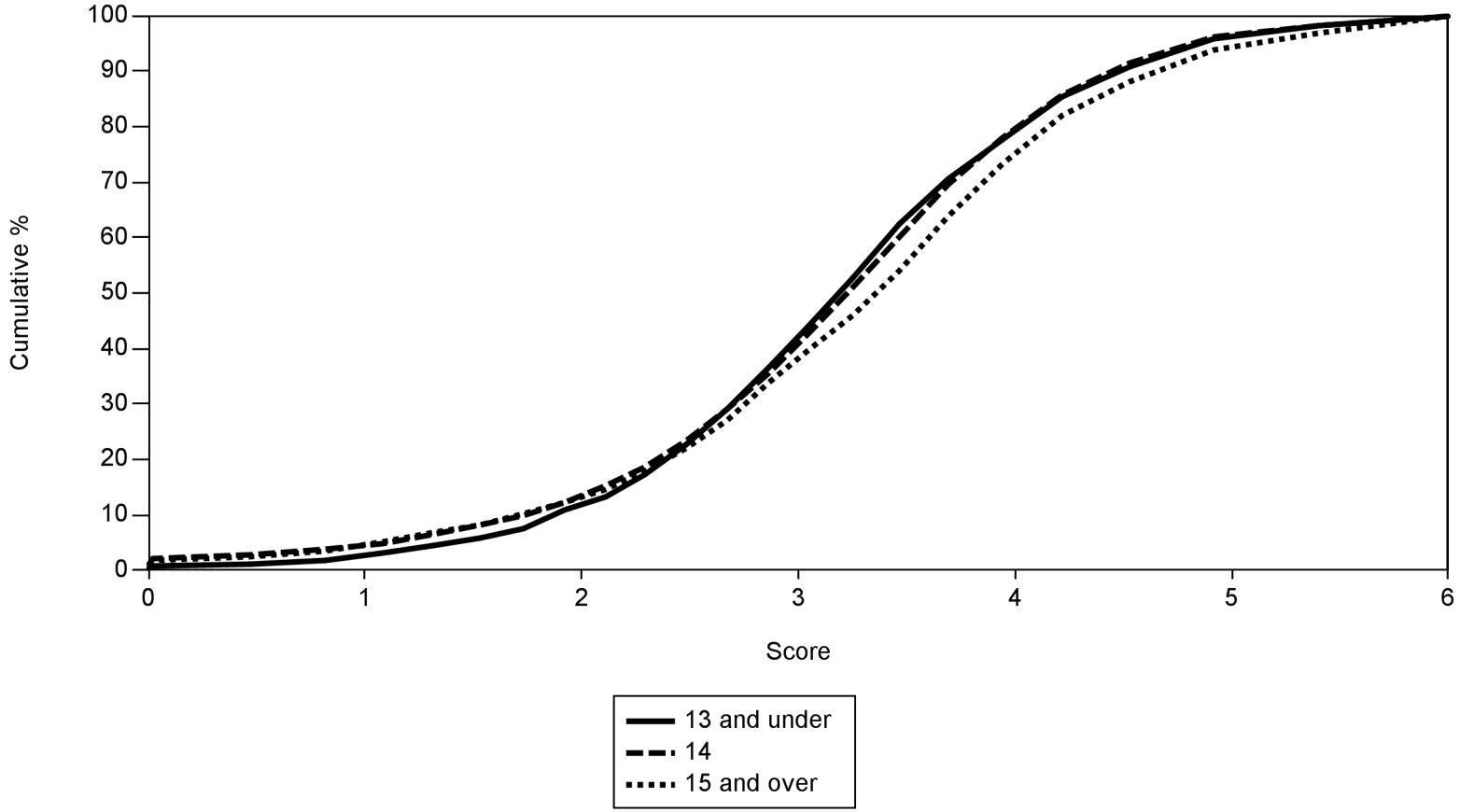
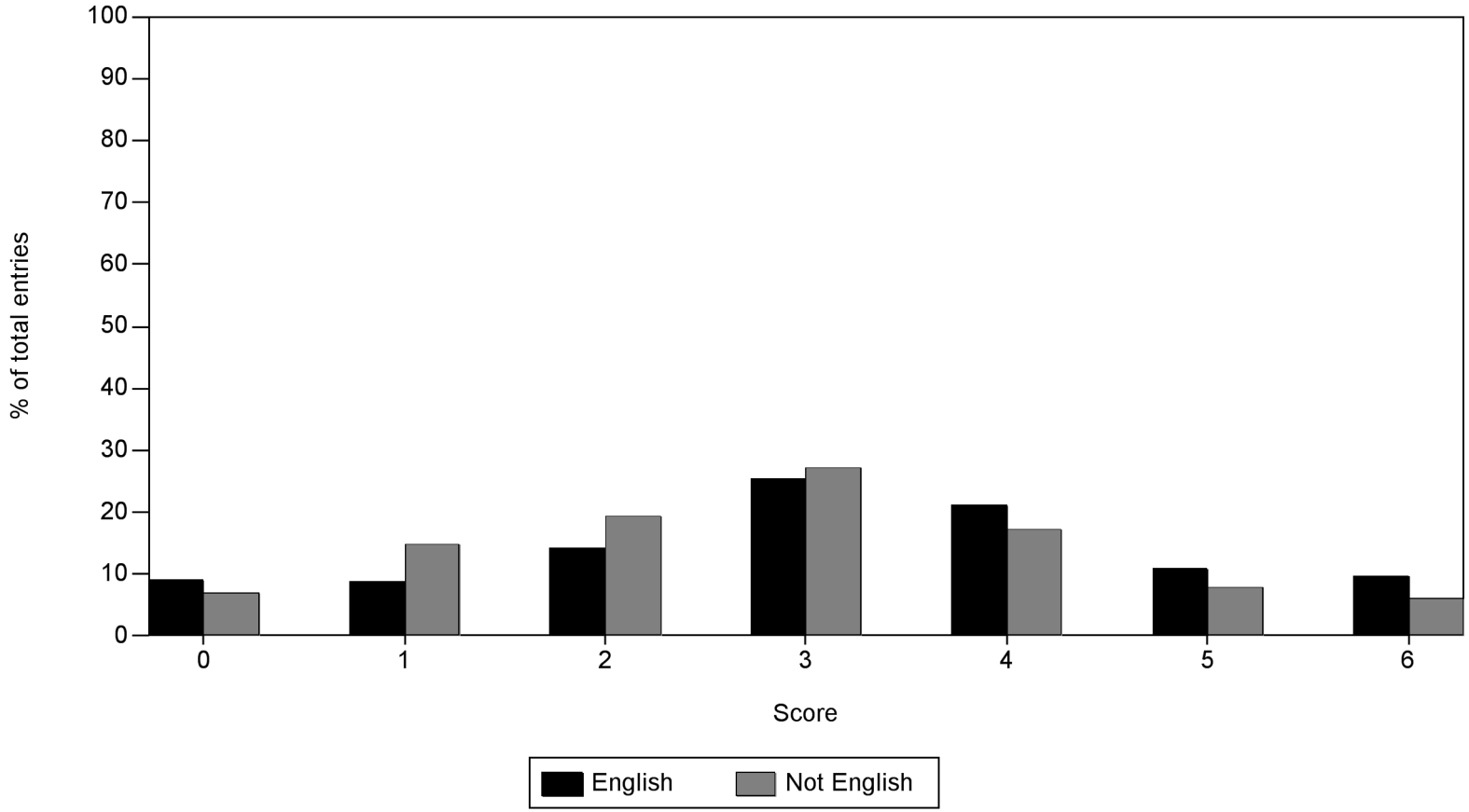
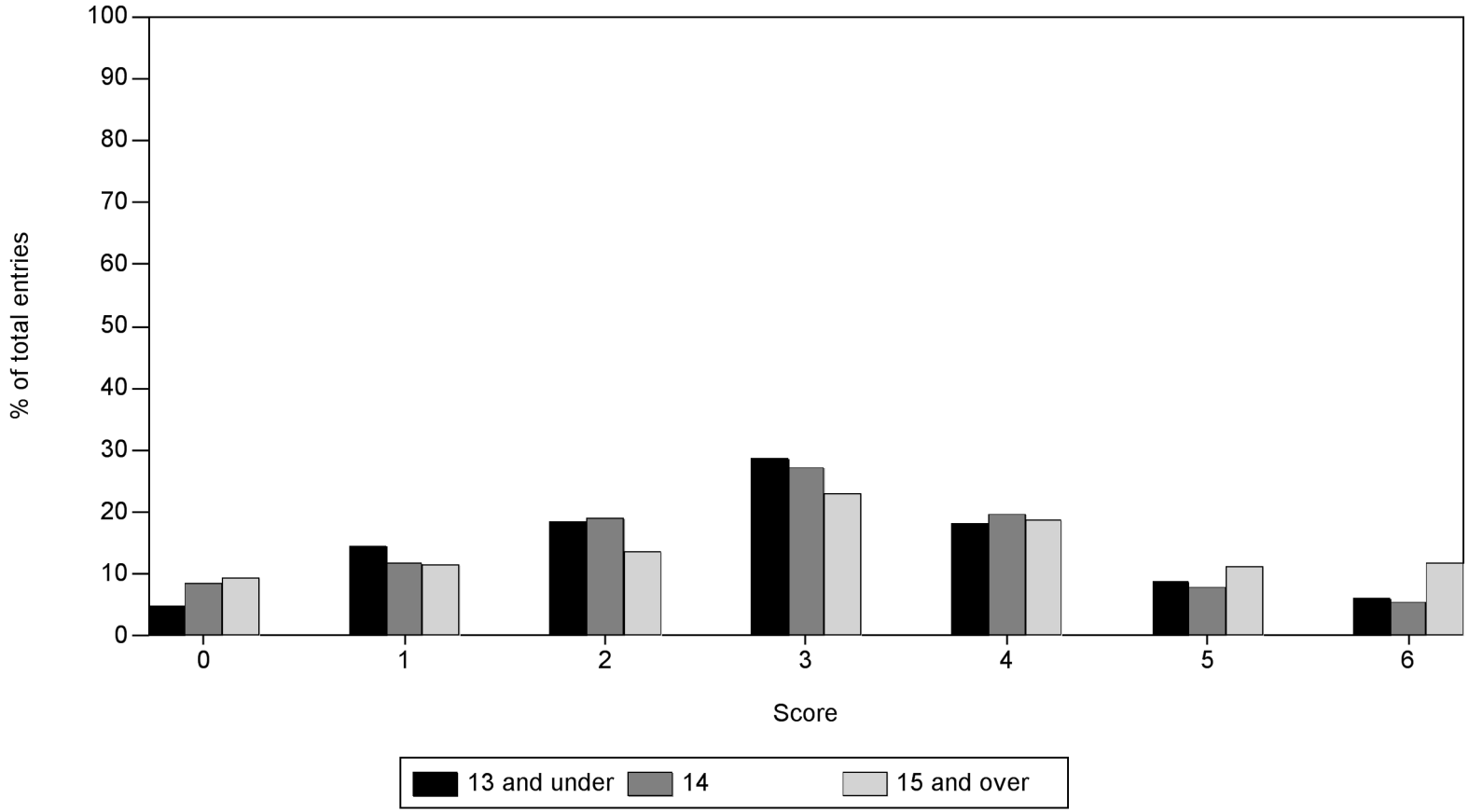


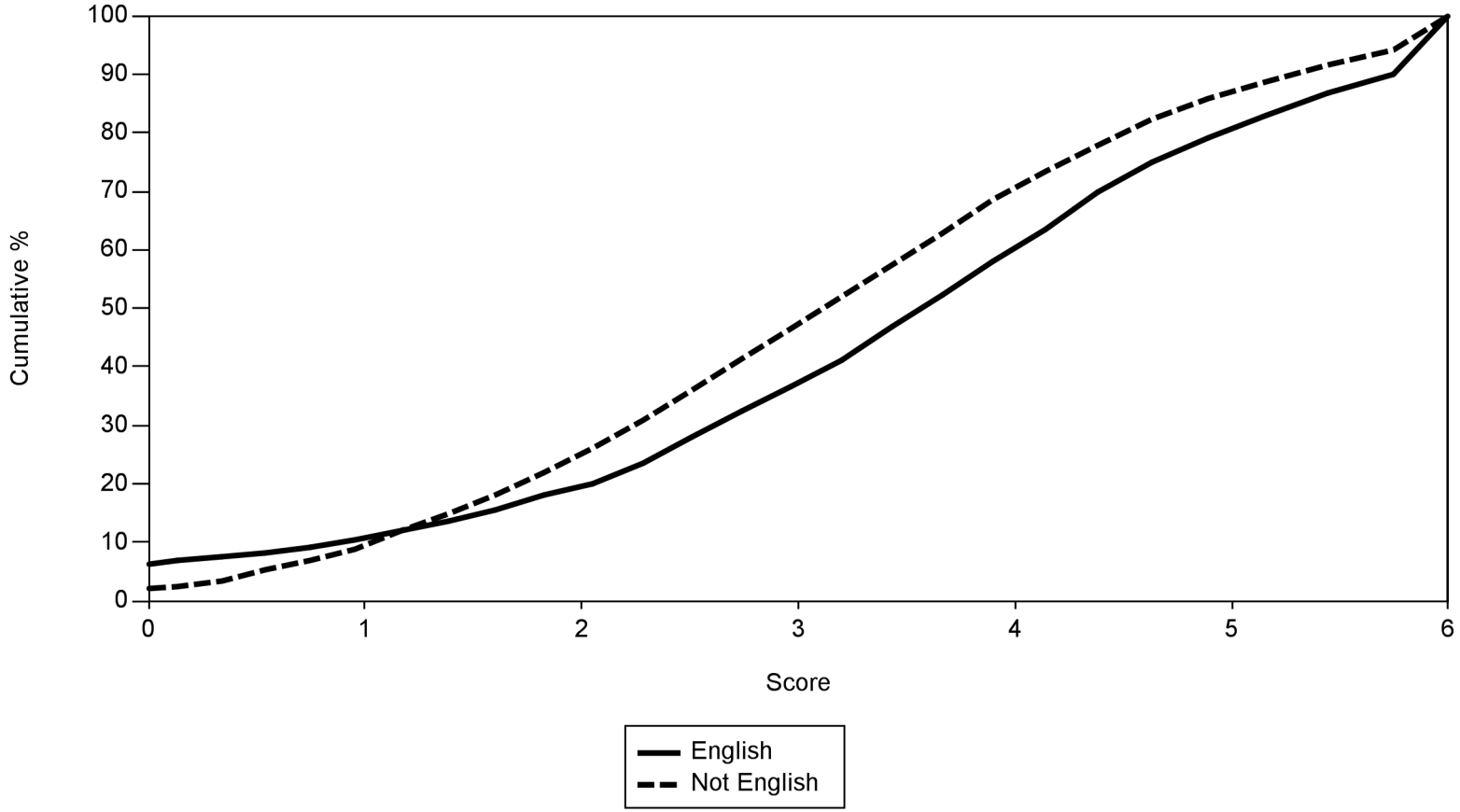
Distribution of Cambridge Secondary 1 Checkpoint Usage score classified by student's first language.



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



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



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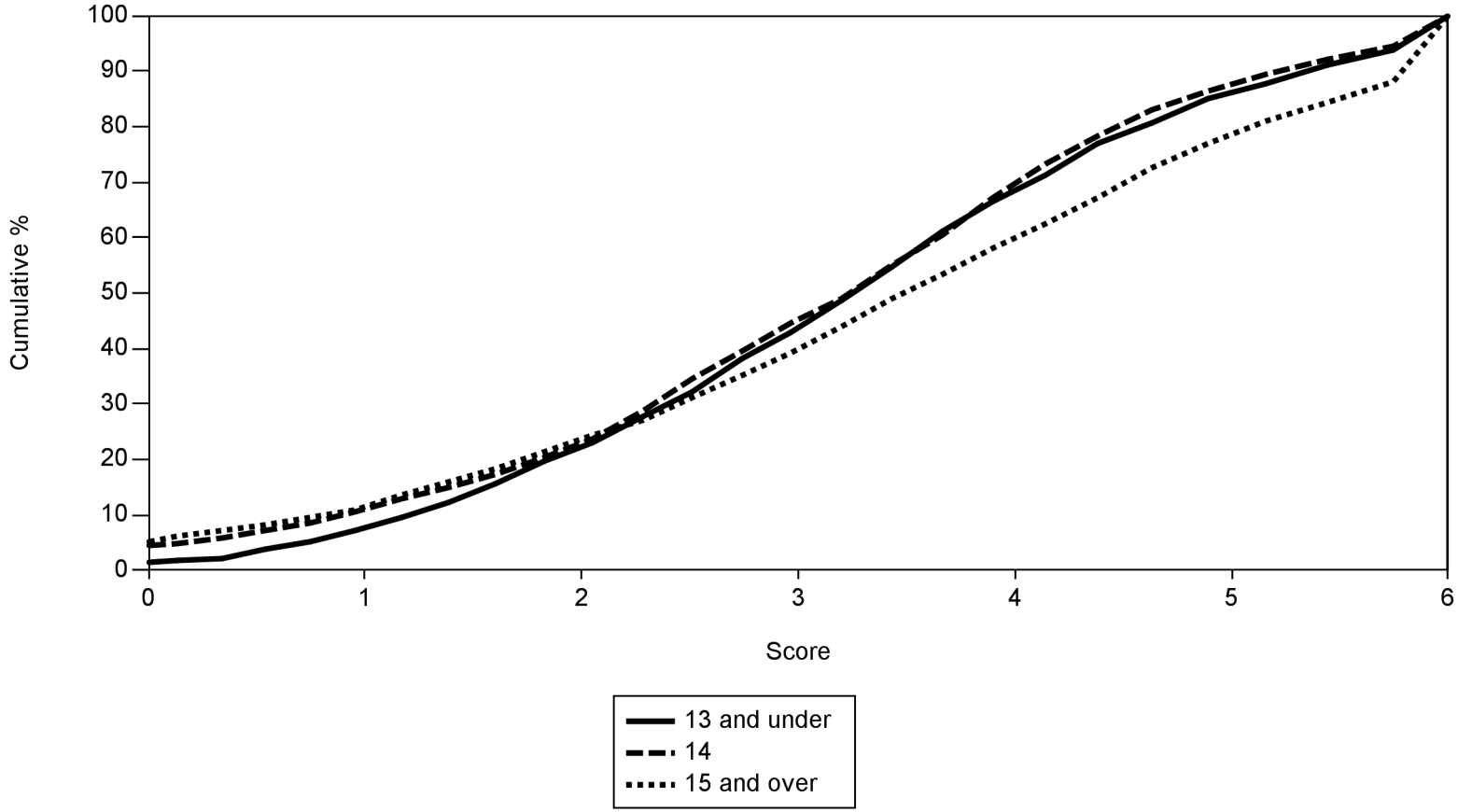
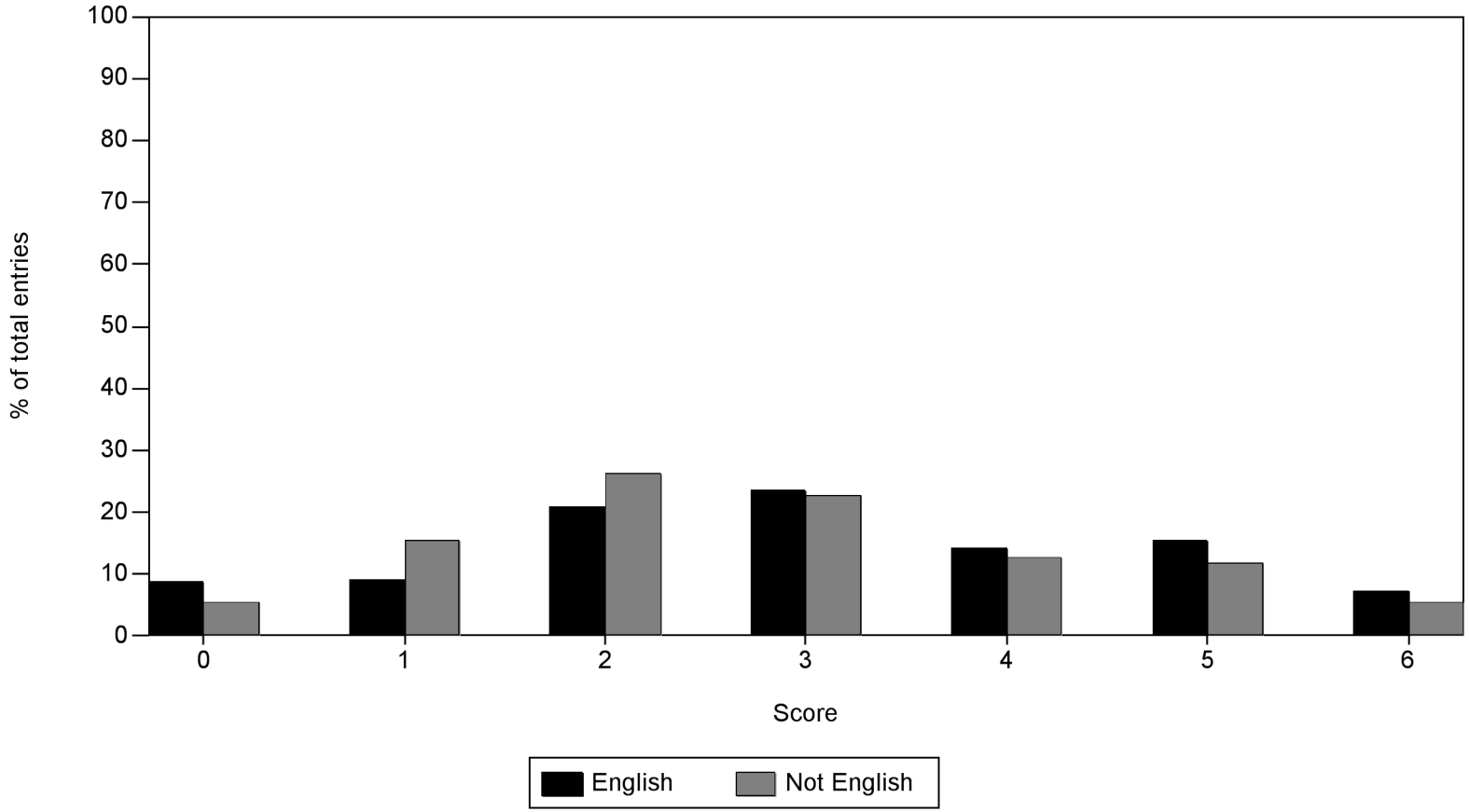
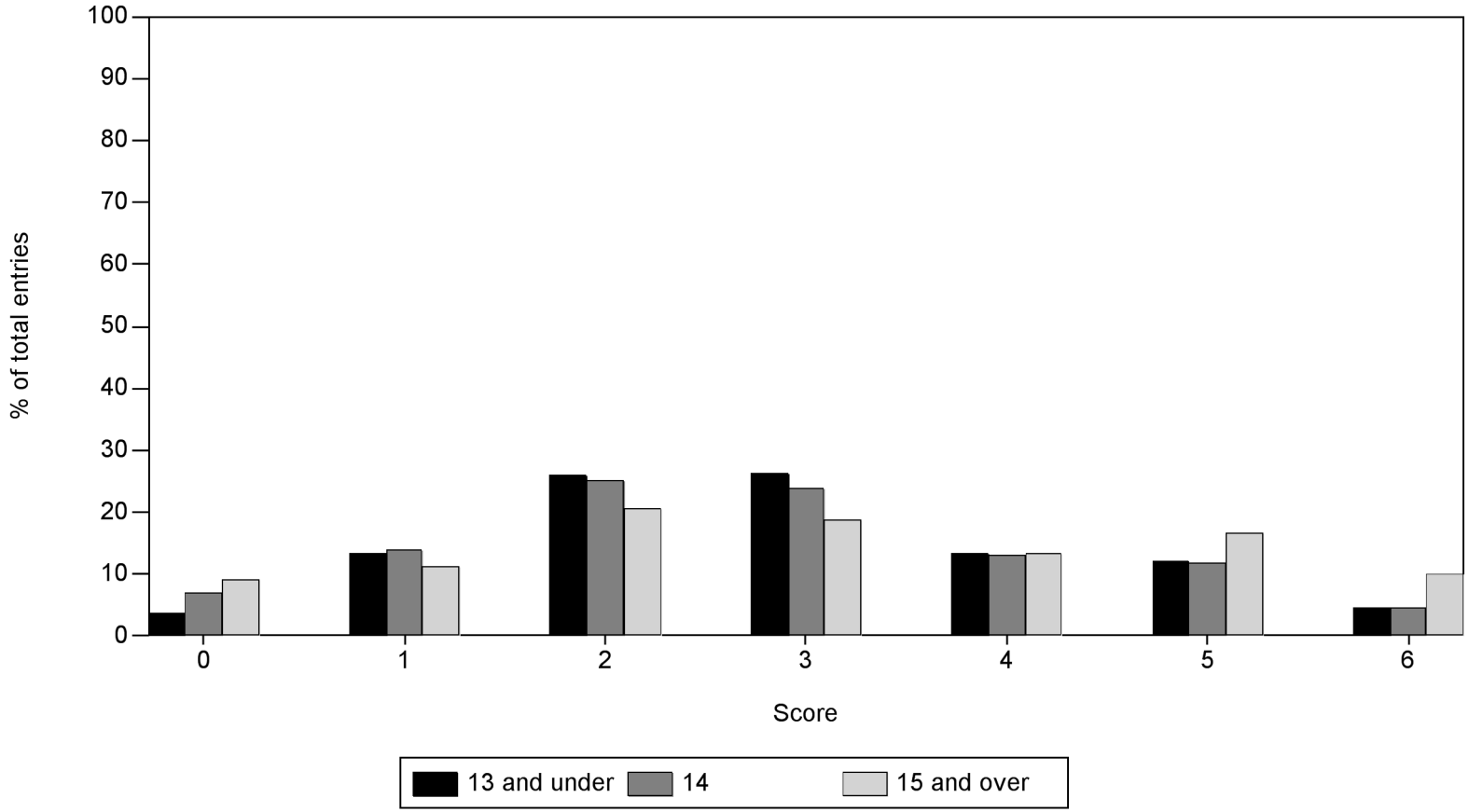


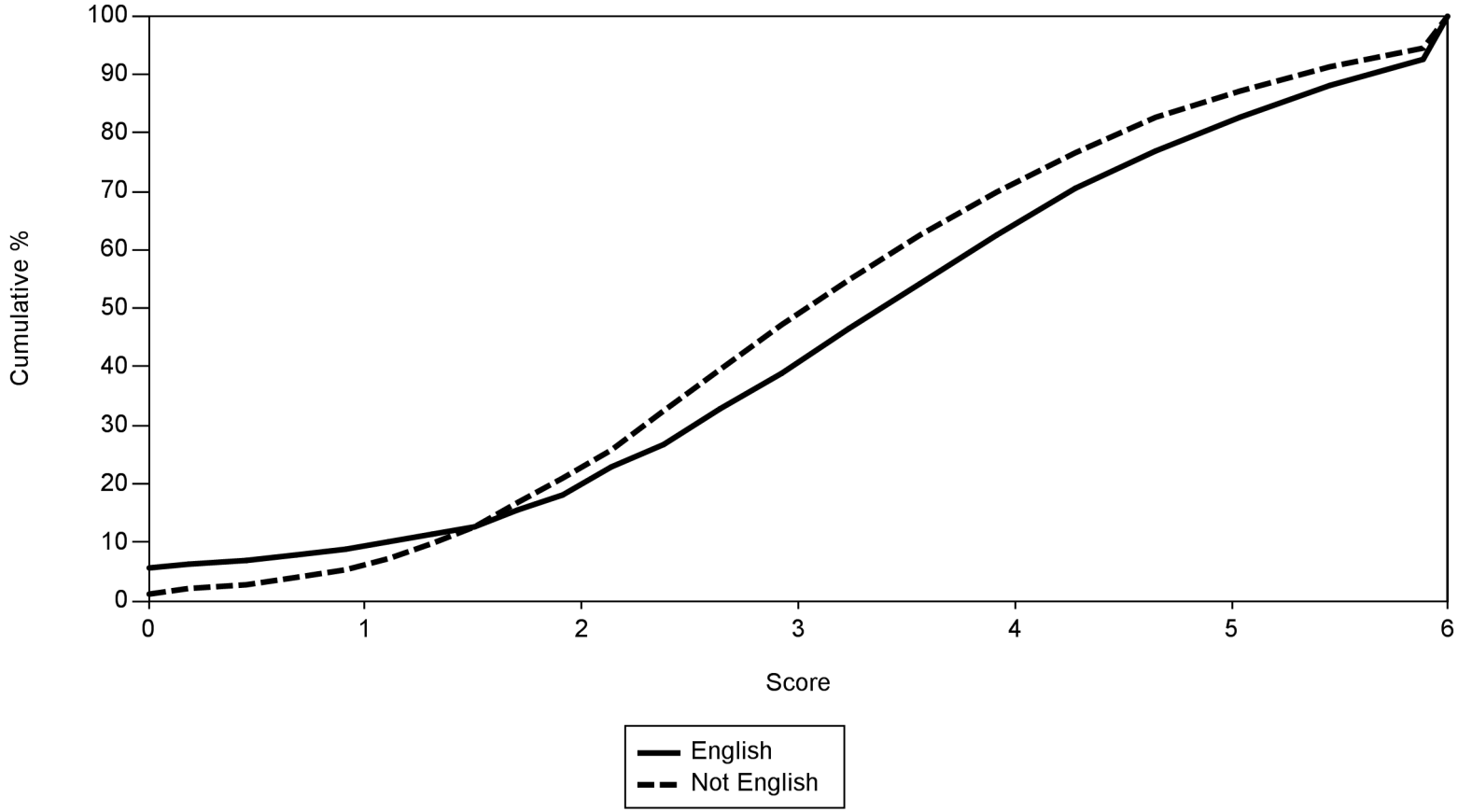
Distribution of Cambridge Secondary 1 Checkpoint Writing score classified by student's first language.



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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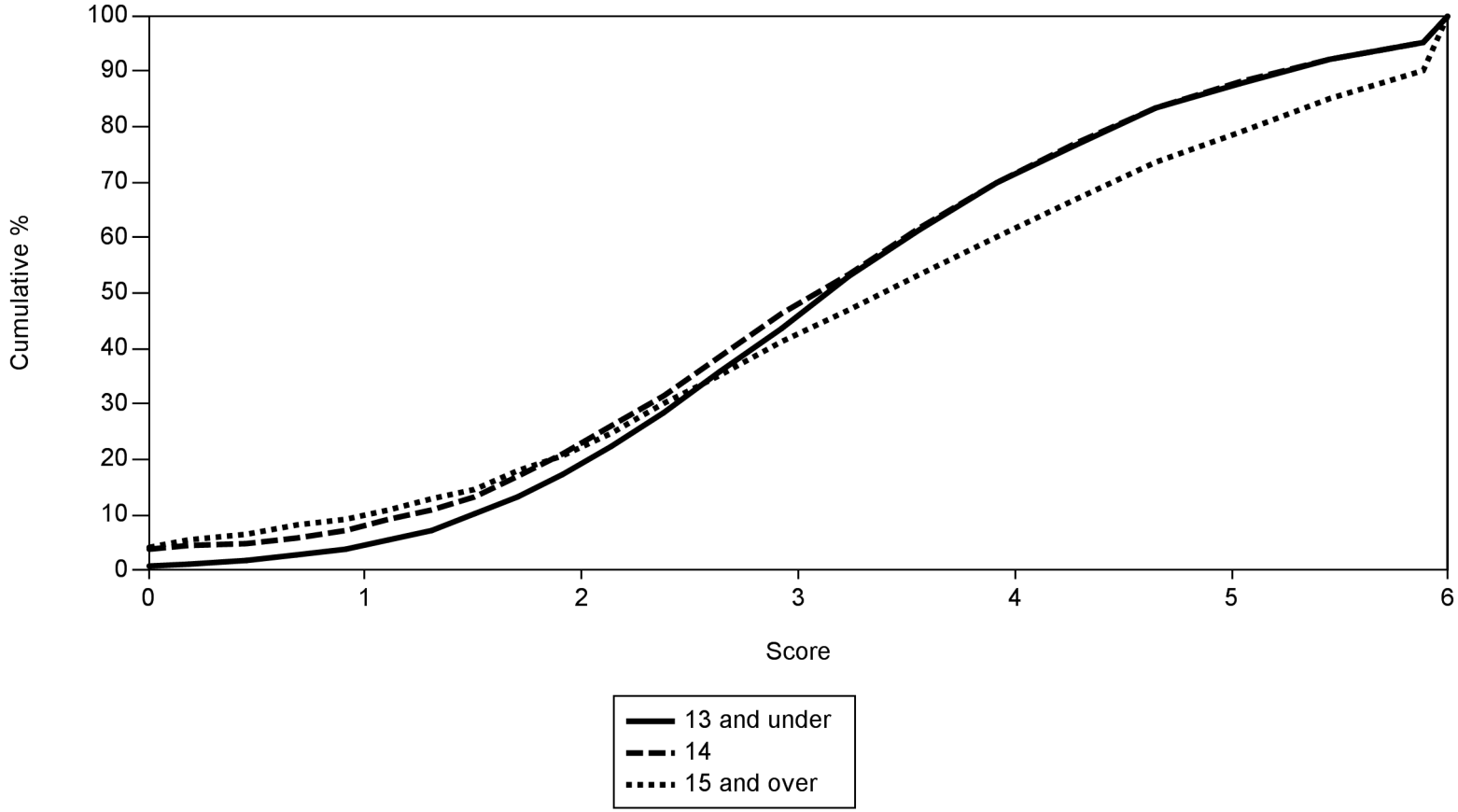


4. Cambridge Secondary 1 Checkpoint Mathematics 1112

4.1 Comments on specific questions – Mathematics 1112 component 01

General Comments

Questions on the following topics were answered particularly well:

- algebraic expressions and equations,
- number work,
- isometric drawing,
- place value,
- rounding in general,
- conversion between kilometres and miles.

Questions on the following topics were not answered as well:

- fractions,
- transformations,
- reasoning using median and range,
- questions involving a number of calculations in stages,
- conversion of hours to hours and minutes,
- graph work,
- using intervals.

Potential areas for improvement are:

- Learners would benefit from better presentation of their working in questions worth more than one mark. It is common to see calculations covering the page with no clear evidence of intent or progression.
- Misconceptions with units might be resolved for the learners if they were encouraged to write full sentences such as "1.2 × 3 = 3.6 hours" (this may help to avoid "= 3 hours 60 minutes")
- When explaining their reasoning some learners would benefit from placing reasons in a mathematical context.
- Rounding, especially premature rounding, was more of an issue this year. The use of a calculator on paper 2 and subsequent lack of working seems to encourage errors in recording the final answer. Learners need to be careful to use the full value of an answer that is only part way through the calculation.

Question 1

(a) This question was very well answered with few errors.

(b) This question was very well answered with few errors.

Question 2

This question was very well answered with few errors.

Question 3
This question was mostly well answered. Swapping 24 and 26 or including 100 were common errors. Where learners were not awarded two marks many collected one mark for a row totalling 100

Question 4
(a) Most learners were awarded one mark for getting two values correct, these were usually 1000 and 100 or 100 and 0.064
(b) Mostly correct, with units and hundreds or units and tens seen as common errors.

Question 5
(a) Usually well answered, although (−3, 1) was a common error.
(b) Less well answered than (a).
D at (−2, 1) or (−3, 1) or just no response were common errors.

Question 6
(a) Usually very well answered.
(b) Well answered, although 5 was a common error, possibly from finding 25% of 20

Question 7
For both parts of question 7 there was a tendency to want to place another letter to form an equation
e.g. $D = m - 2$ or Georgia = $3m$
Mostly this was condoned, although ambiguous use of a second m as in $m = m - 2$ was not accepted.
(a) Mostly well answered, although $-2m$ was a common error.
(b) Mostly well answered, although $3(m - 2)$ was a common error.

Question 8
(a) Mostly well answered, although 15 was a common error.
(b) Mostly well answered with few errors.

Question 9
Mostly well answered, although 2 was a very common incorrect answer. Learners were possibly confusing lowest common multiple with highest common factor.

Question 10
Most learners were awarded one mark for finding 3 correct areas. Many were also awarded a second mark for getting one dimension correct.
Few were awarded all three marks for a fully correct response.

Question 11
(a) Most learners incorrectly drew a line with positive gradient from the bottom left to the top right. Some learners produced a reflection of the first line.
(b) Slightly more learners answered this part correctly.

Question 12
Mostly well answered with most learners at least reaching the digits 918. Many learners were awarded one mark for correct digits but an incorrect decimal point, or for a correct method containing an arithmetical error.

Question 13
A number of learners worked with an exterior angle of 108° or another size. Occasionally the word "Pentagon" was offered, rather than the number of sides.

Question 14
This question was well answered.

Question 15
Many learners incorrectly evaluated the brackets but then went on to multiply the fractions they'd found correctly for 1 mark. A common error was to end up with two fractions which were then subtracted.

Question 16
Few cases of two marks awarded, more frequently one mark awarded for two correct rows (usually the top two rows).

Question 17
(a) Mostly well answered with no obvious pattern to any errors.
(b) Mostly very well answered. Occasionally solid hidden lines or errors with dimensions were seen.

Question 18
Few learners correctly answered this question. 1 and 64 were both common errors, as were multiples of 3 or 4. In general there was a lack of understanding of the term "plane of symmetry".

Question 19
(a) Many learners calculated 34 × 19 and 36 × 19 separately, not realising that the calculation could be simplified.
(b) Less working was seen in this part, though many candidates did work out 54^2 long-hand, rather than simplifying the calculation. A common error was to find 2916 and then divide by 27 incorrectly to give 18

Question 20
(a) Few candidates answered this question correctly. Many gave 3 as the gradient, possibly due to a misunderstanding of the scale.
(b) Many incorrect lines or incomplete lines were seen.
(c) More candidates answered this final part correctly, even when no line was drawn (due to algebraic workings).

Question 21

(a) Most answered well with 32 more often correct than the 17 where 7 was a common error.

(b) The use of median was expected but often learners avoided its use.

(c) The use of range was expected but again often avoided

In both parts (b) and (c) learners often referred to the shape of, or values in, the stem-and-leaf diagram rather than the table they had completed. Comments which did not refer to the median or range tended to be vague and/or ambiguous.

Question 22

Few candidates correctly answer this question. Common errors were:

- putting 60 in the right hand column
- putting 0 in the left hand column
- use of 0 and 15, 16 and 30, 31 and 45, 46 and 60

Some learners made several attempts, overwriting their answers on top of each other, instead of using the working space available.

Question 23

Often well answered, most learners at least gained one mark for $\frac{4}{6}$ or equivalent seen.

Question 24

Frequently there was no response for this question. Sometimes small triangles were scattered around the diagram, possibly indicating confusion with translation. Some learners drew correct construction lines for the enlargement but didn't use them correctly to find the points.

4.2 Comments on specific questions – Mathematics 1112 component 02

General Comments

Questions on the following topics were answered particularly well:

- algebraic expressions and equations,
- number work,
- isometric drawing,
- place value,
- rounding in general,
- conversion between kilometres and miles.

Questions on the following topics were not answered as well:

- fractions,
- transformations,
- reasoning using median and range,
- questions involving a number of calculations in stages,
- conversion of hours to hours and minutes,
- graph work,
- using intervals.

Potential areas for improvement are:

- Learners would benefit from better presentation of their working in questions worth more than one mark. It is common to see calculations covering the page with no clear evidence of intent or progression.
- Misconceptions with units might be resolved for the learners if they were encouraged to write full sentences such as "1.2 × 3 = 3.6 hours" (this may help to avoid "= 3 hours 60 minutes")
- When explaining their reasoning some learners would benefit from placing reasons in a mathematical context.

Rounding, especially premature rounding, was more of an issue this year. The use of a calculator on paper 2 and subsequent lack of working seems to encourage errors in recording the final answer. Learners need to be careful to use the full value of an answer that is only part way through the calculation

Question 1

(a) This question was very well answered with few errors.
(b) This question was very well answered with few errors.

Question 2

This question was very well answered with few errors. The most common error was D C (A) B .

Question 3

(a) Well answered with common errors B and C or G and H seen.
(b) Well answered, although occasionally just ‘3’ was seen.

Question 4
Well answered with $7\frac{4}{109}$ and/or $15\frac{4}{7}$ seen as errors.

Question 5
Mostly well answered; there were no patterns observed in the errors.

Question 6
Mostly well answered, however different words, just the number 3 or > were seen as common errors.

Question 7
Most learners understood the question and were able to explain their answer. Common errors were:
- suggesting grammatical errors with the question,
- stating that "reading was work" not "spare time",
- stating that some students would prefer to sleep in their spare time.

Question 8
This question was quite well answered. A common error was to offer “44” or to offer 44 followed by an incorrect number of zeros.

Question 9
(a) Often $\frac{4}{9}$ was seen. Where decimals were used they were often incorrectly rounded.
(b) Mostly well answered.

Question 10
Mostly well answered, common errors were 39 630 000 and 39 640 000

Question 11
Mostly well answered. Errors included:
- omission of "more women's coats were sold" when explaining that they had the same percentage of black coats,
- just mentioning 108 and 76 without further explanation.

Question 12
Arithmetic errors lead to 3, 4 and 6 being common errors.

Question 13
This question was very well answered. Often all three values were seen in working.

Question 14

(a) Quite well answered, although errors included:
"blue" appearing as an option,
occasional repeats,
green, green missing from the list.

(b) Quite well answered.

Question 15

(a) Very well done, with most common error $4t$.

(b) Many learners were awarded one mark for $8r$ or $2r^2$ but $8r - 2r^2$ was a common error.

Question 16

Frequently more than 2 boxes were ticked which resulted in a loss of marks.

Question17

This question was mostly well answered. Common errors included:

- incorrect size of the triangular faces,
- edges that should have matched were different sizes,
- a face omitted.

Question 18

Many incorrect answers offered, including 8, 80 000 and 50. The syllabus states that learners should know that one kilometre is about $\frac{5}{8}$ of a mile.

Question 19

(a) Very well answered, although some learners added the 1 to get $\frac{10}{x}$

(b) Not as well answered. Some learners scored one mark for a denominator of $2m$. A common error was $\frac{1t}{2m}$

Question 20

This question was fairly well answered.

Question 21

(a) Well answered, although a small number of learners gave multiple answers.

(b) Not quite as well answered, 5 and 1 or 2 and 2 were common errors.

Question 22

(a) Well answered, although common errors were:

- incorrect rounding to 28.33,
- 26.(….)

(b) Not as well answered as part (a). Stopping at 7 was common or —

Question 23

Not well answered. Learners often referred to the height of the bars or the frequency; some attempted to calculate mean or median values. Some picked up the idea that the July race finished in less time but could not express this clearly.

Question 24

Most learners were awarded one mark for finding 2.25 hours with a smaller number of leaners correctly calculating 120 ÷ 50 to get 2.4 hours.
Many leaners found it difficult to convert these times correctly to hours and minutes resulting in 15 minutes as a common error.

Question 25

(a) This question was not well answered, with many learners choosing a different starting point such as 1, 3, 6, 11

(b) Mostly correct, with occasional error occurring in the final term.

Question 26

It was common for learners to begin by dividing by 10 when they should have multiplied by 10. Frequently no working at all was shown which meant marks were potentially lost.

Question 27

This proved to be a difficult question. Common errors were 225, 49*G* or 50*G*.

Question 28

Many learners combined more than one transformation, which was not worth any marks. Many were awarded at least one mark for “rotation”. Many did not seem to realise that a rotation could move the triangle away from its original position.

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

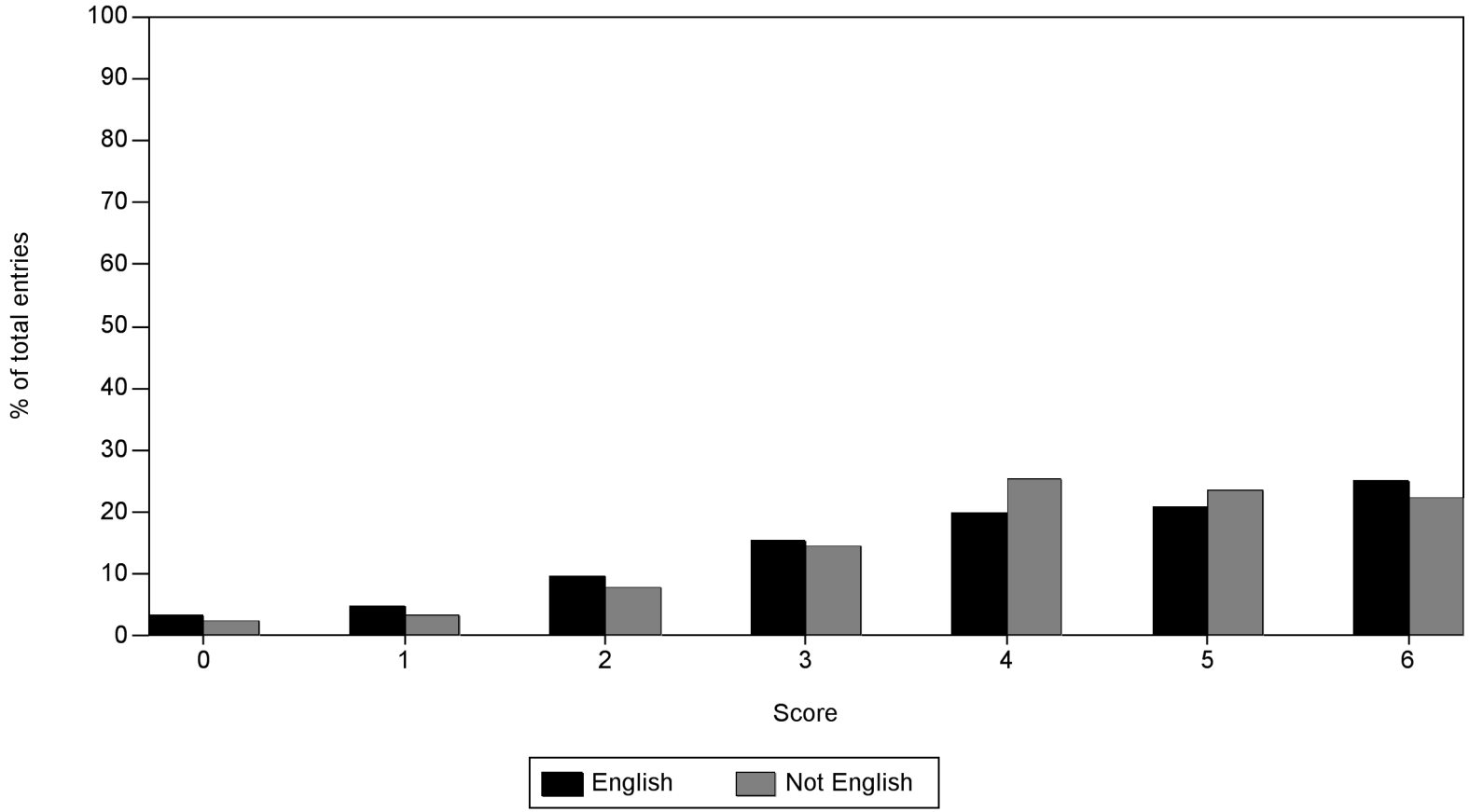
		Percentage of total entry	Average total score	Average Algebra score	Average Geometry and measure score	Average Handling data score	Average Number score
Age in years	**First Language**						
13 and under	Not English	13.8	4.5	4.5	4.4	4.4	4.5
13 and under	English	8.3	4.7	4.8	4.7	4.9	4.6
13 and under	All	22.1	4.6	4.6	4.5	4.6	4.5
Age in years	**First Language**						
14	Not English	47.2	4.5	4.3	4.6	4.3	4.6
14	English	10.6	4.1	3.9	4.0	4.0	4.0
14	All	57.8	4.5	4.3	4.5	4.3	4.5
Age in years	**First Language**						
15 and over	Not English	13.1	4.4	4.4	4.3	4.2	4.5
15 and over	English	7.0	4.5	4.5	4.4	4.4	4.5
15 and over	All	20.0	4.5	4.5	4.4	4.2	4.5
Age in years	**First Language**						
All	Not English	74.1	4.5	4.4	4.5	4.3	4.5
All	English	25.9	4.4	4.4	4.3	4.4	4.3
All	All	100.0	4.5	4.4	4.5	4.3	4.5

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

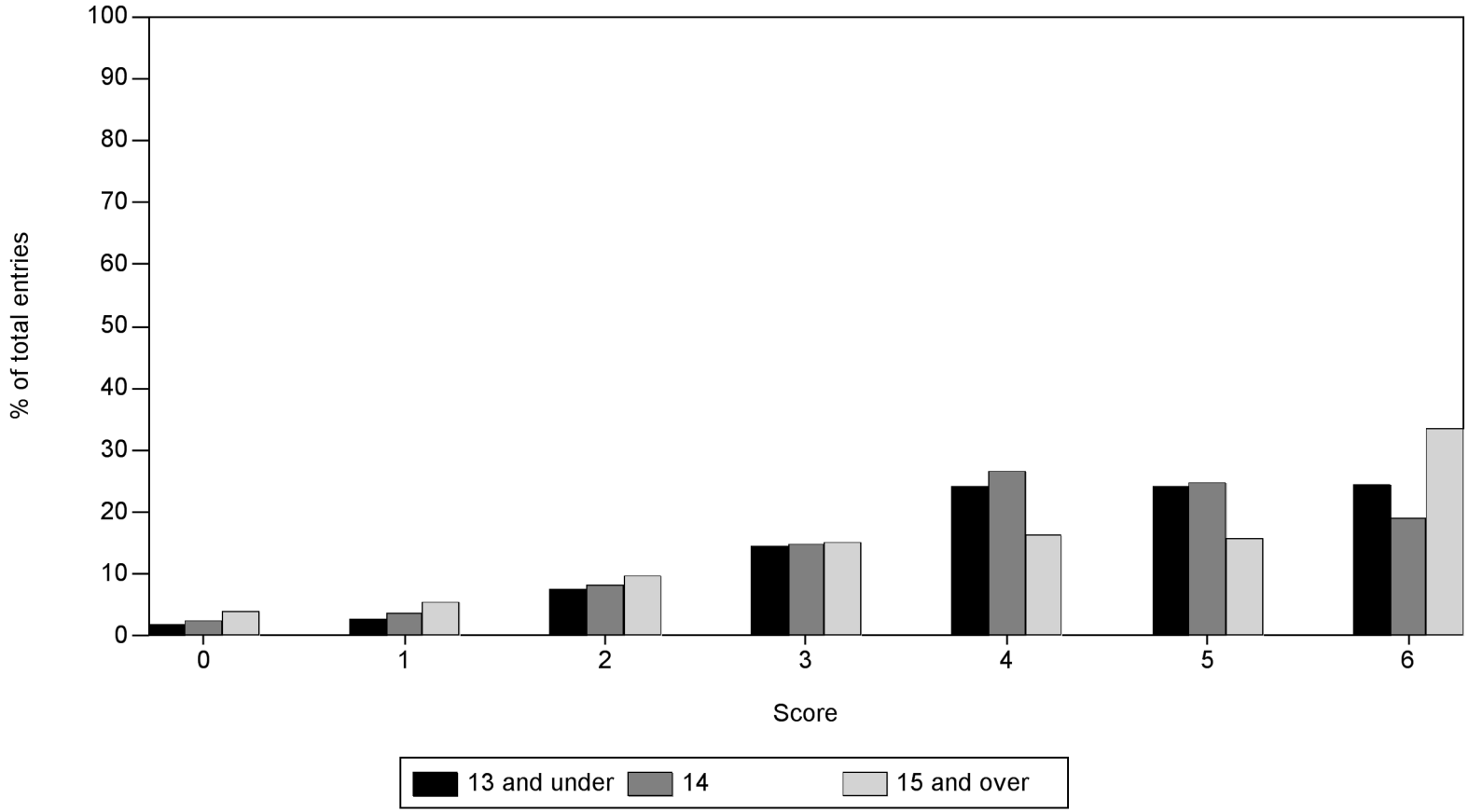
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value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

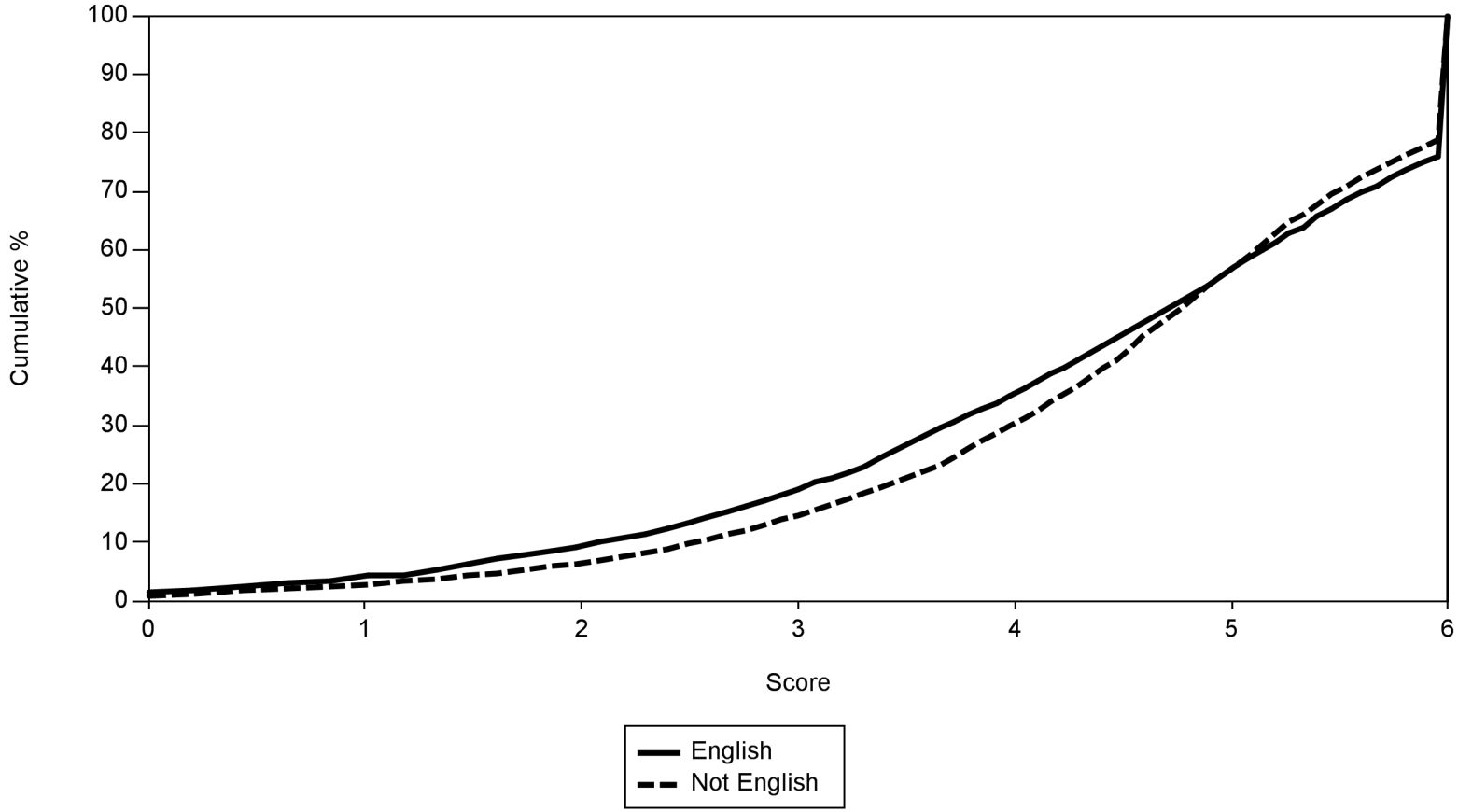
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics classified by student's first language.



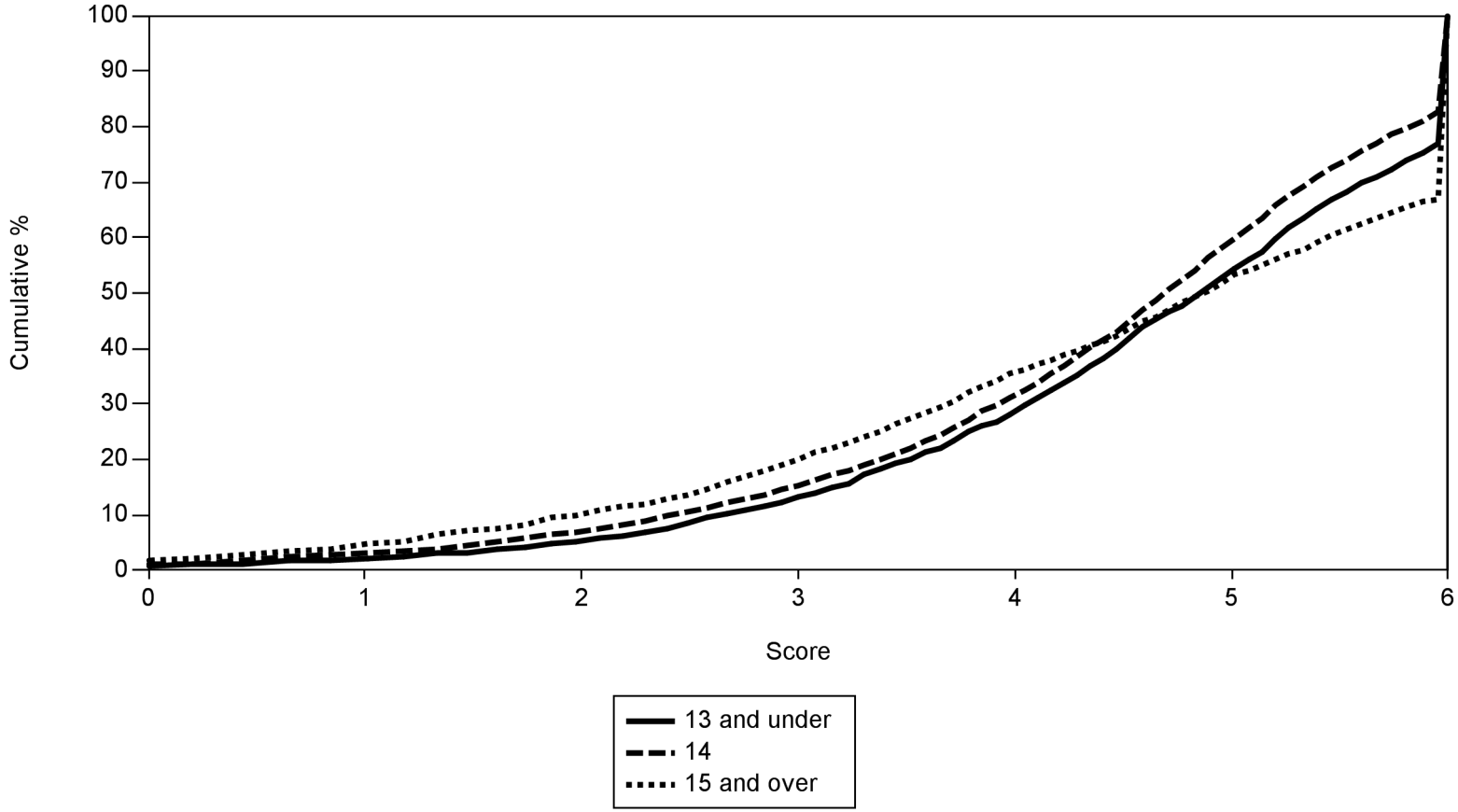
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics classified by student's age.



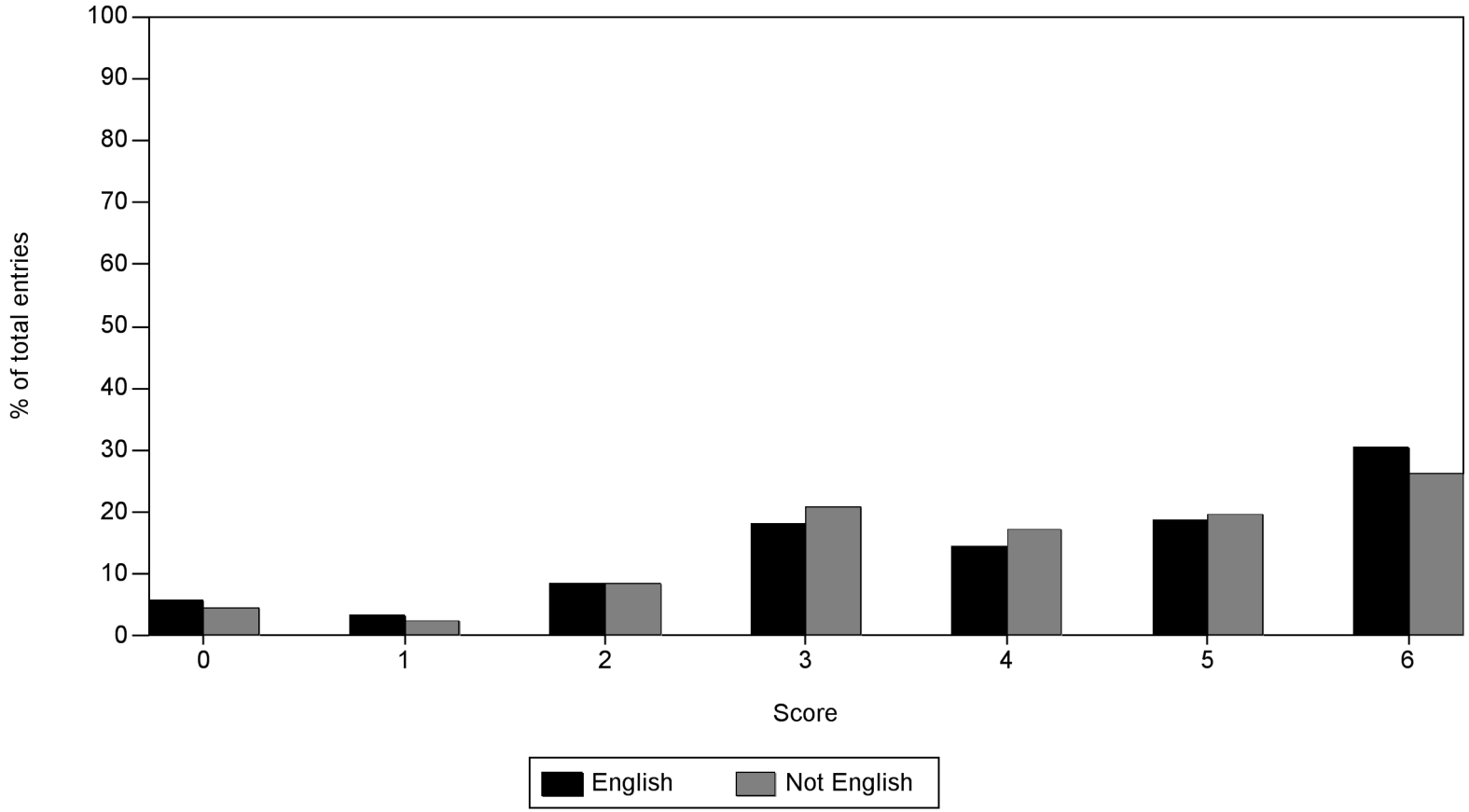
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics by student's first language, showing the cumulative percentage of the number of students at each score.



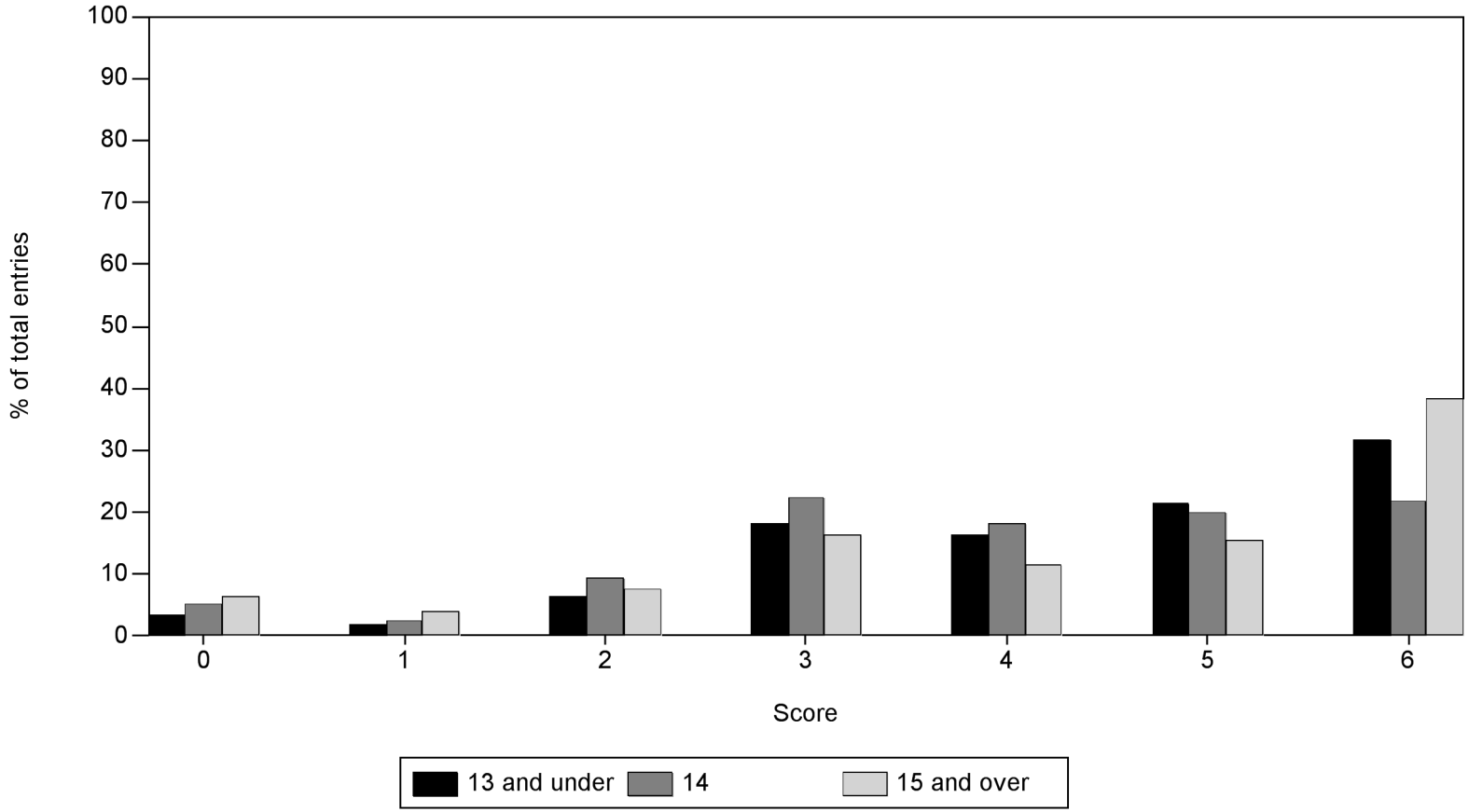
Distribution of Cambridge Secondary 1 Checkpoint total score for Mathematics by student's age, showing the cumulative percentage of the number of students at each score.



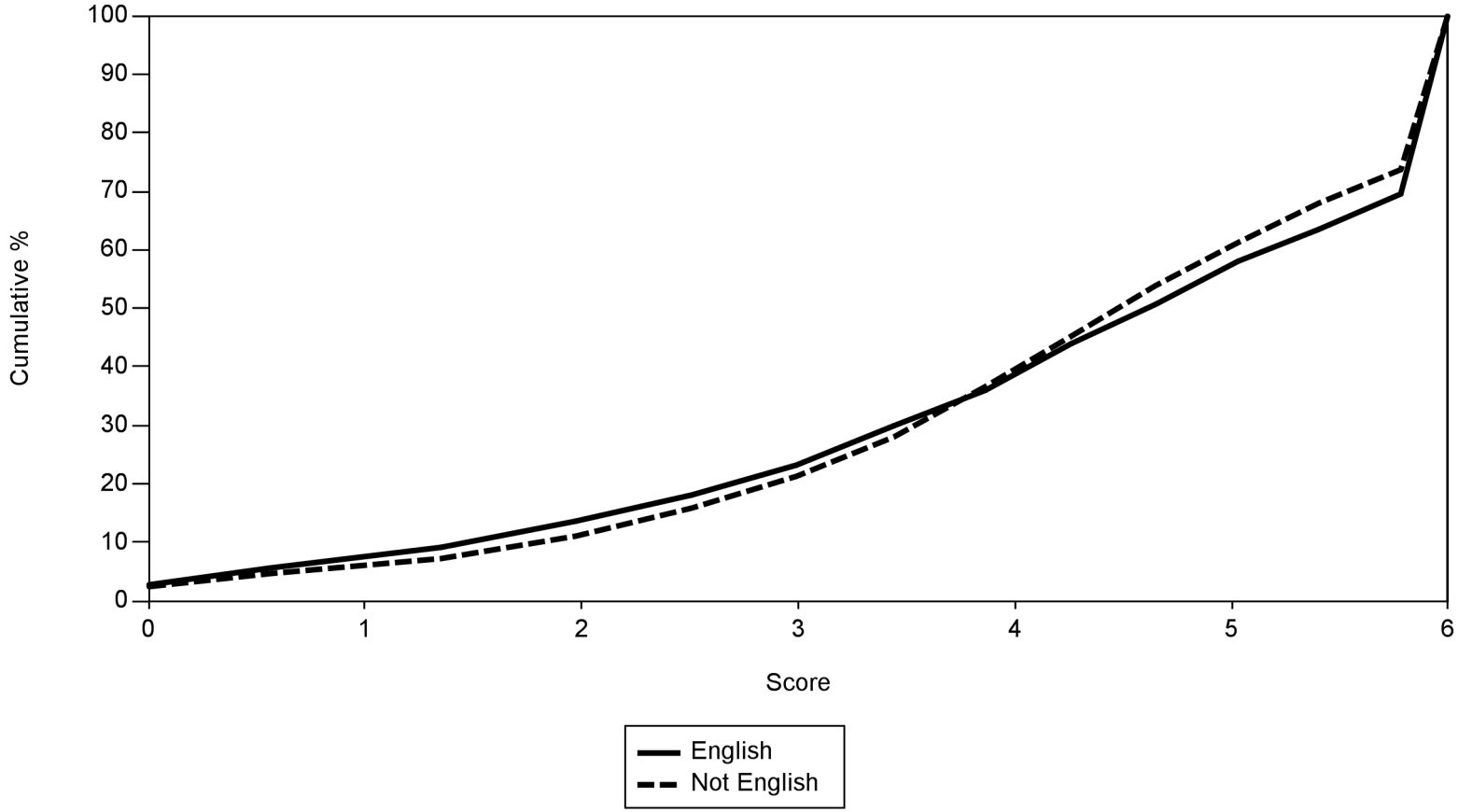
Distribution of Cambridge Secondary 1 Checkpoint Algebra score classified by student's first language.



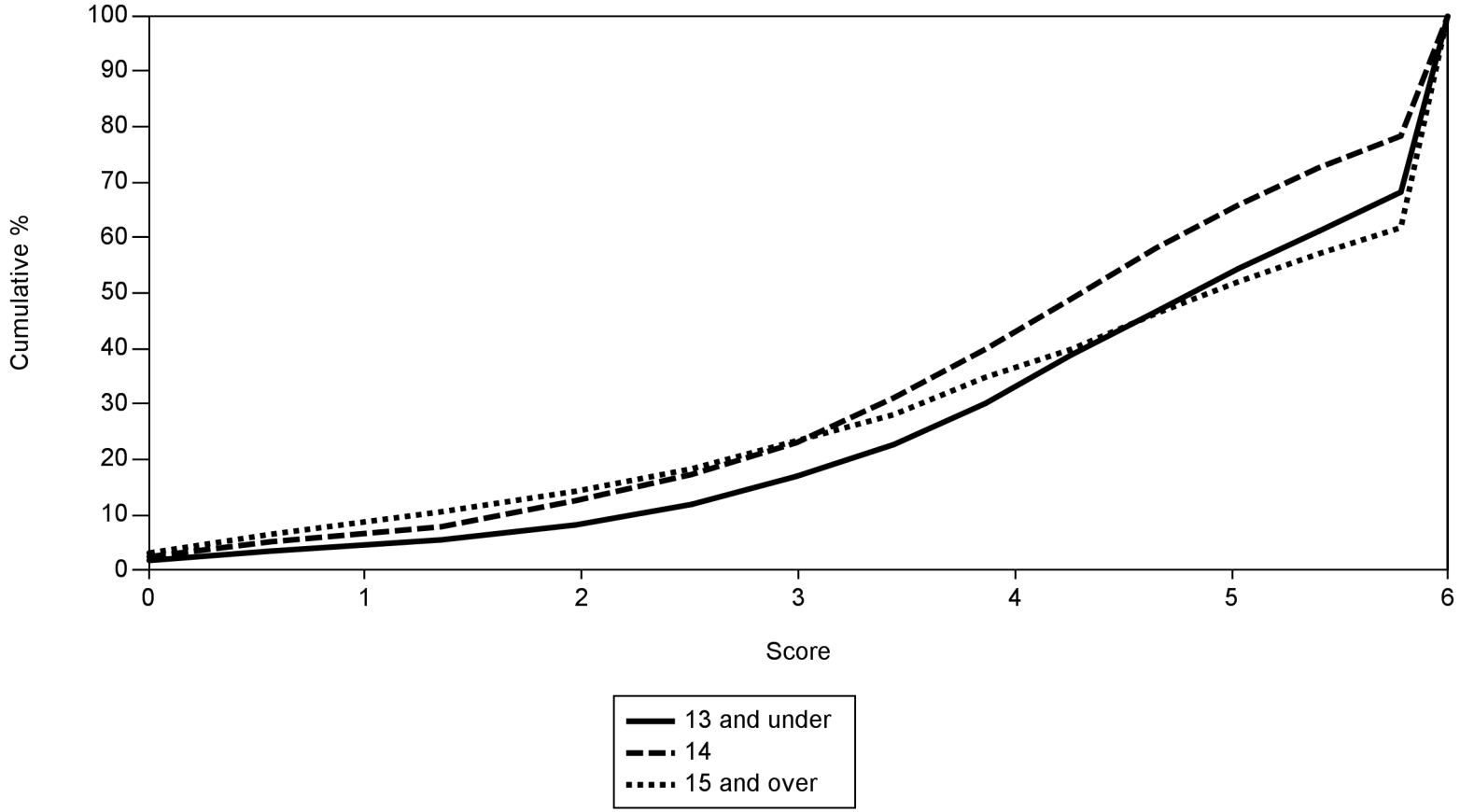
Distribution of Cambridge Secondary 1 Checkpoint Algebra score classified by student's age.



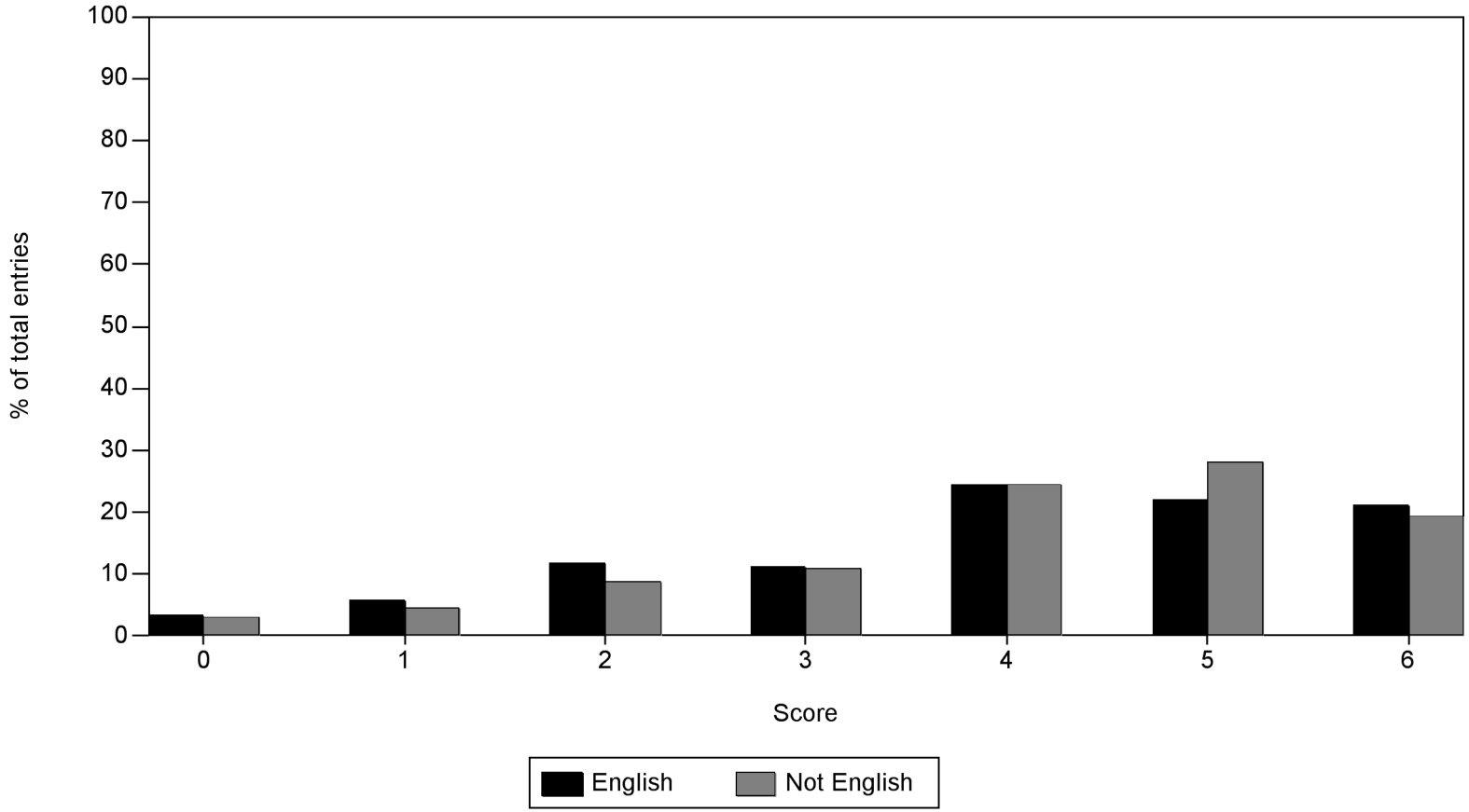
Distribution of Cambridge Secondary 1 Checkpoint Algebra score by student's first language, showing the cumulative percentage of the number of students at each score.



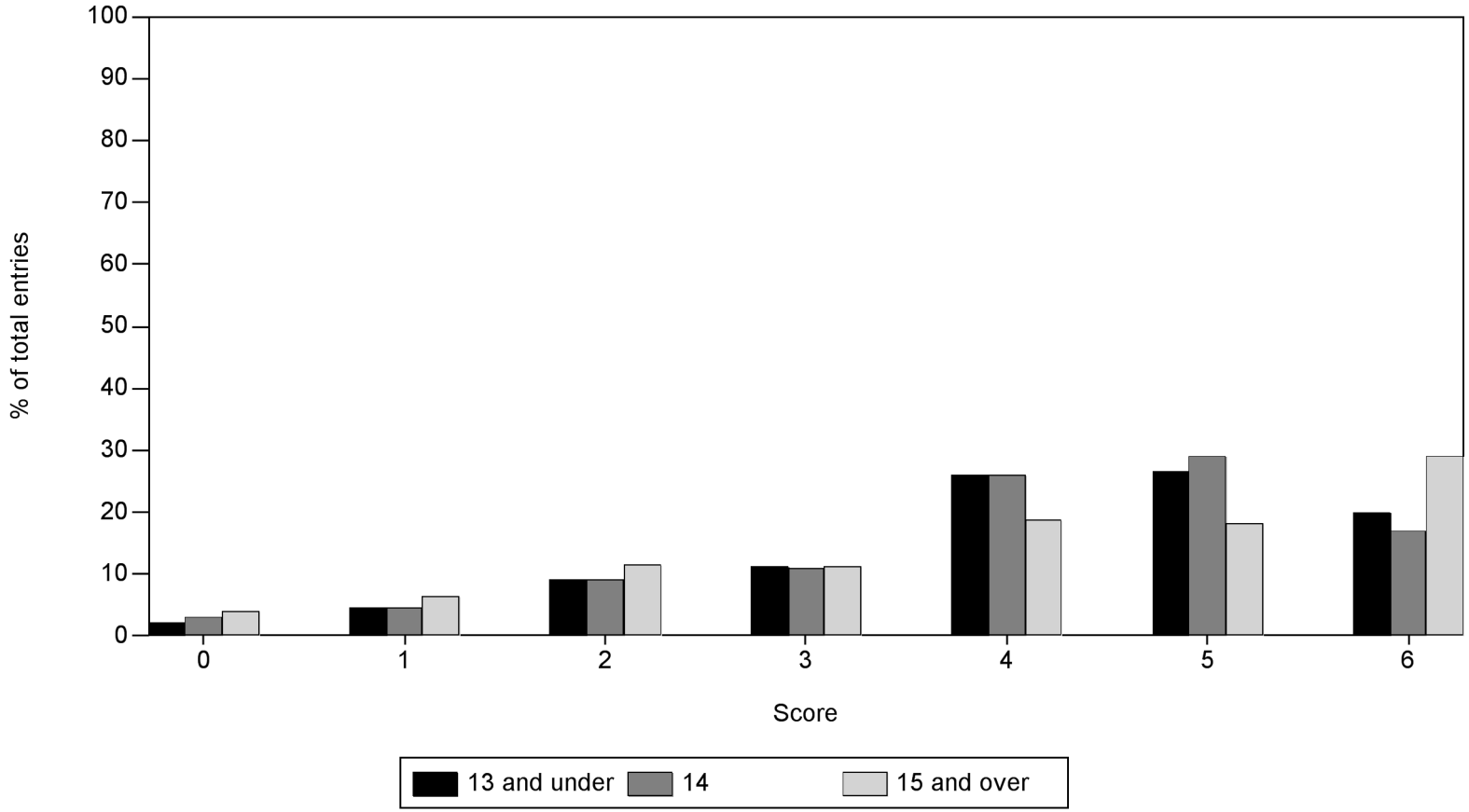
Distribution of Cambridge Secondary 1 Checkpoint Algebra score by student's age, showing the cumulative percentage of the number of students at each score.



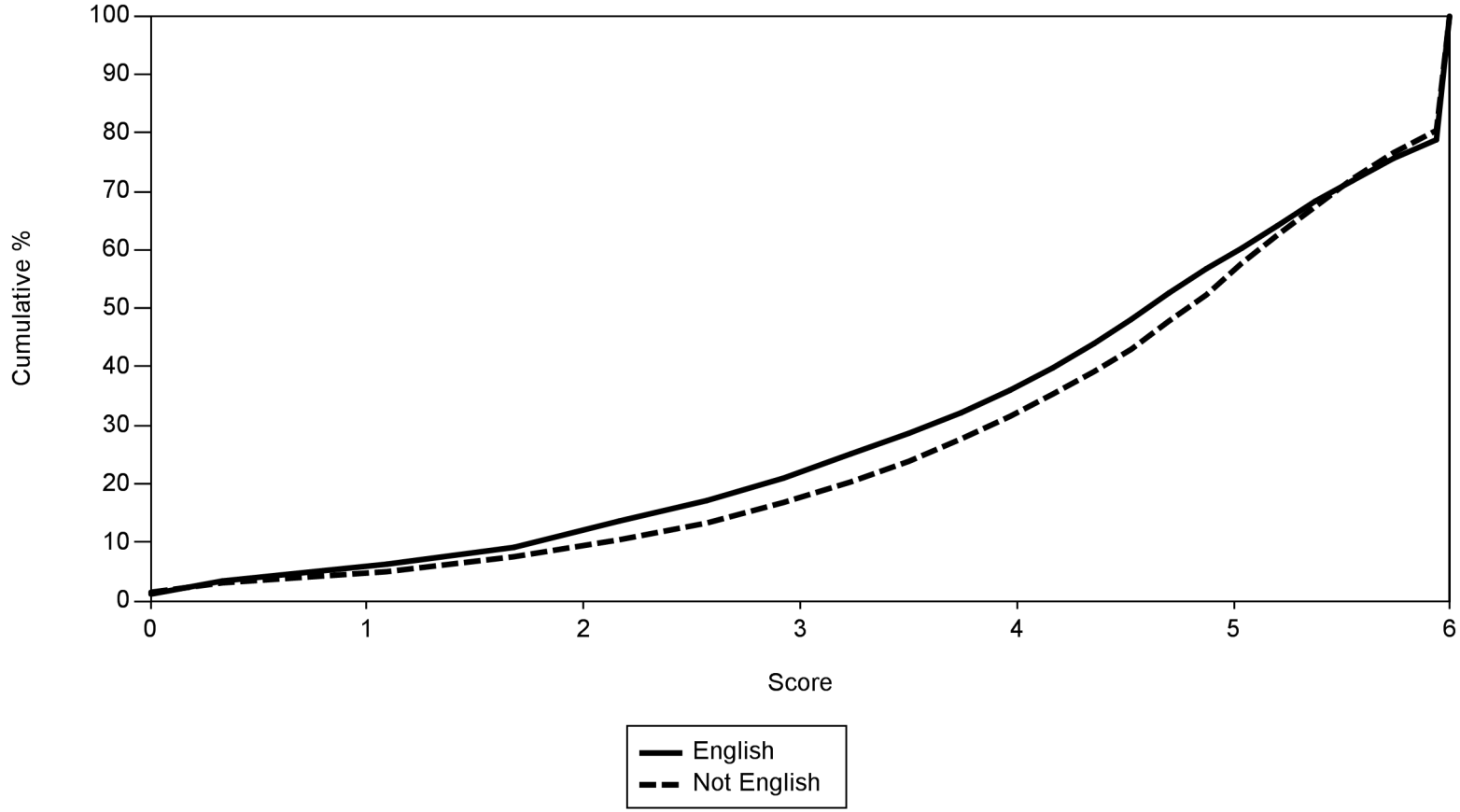
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score classified by student's first language.



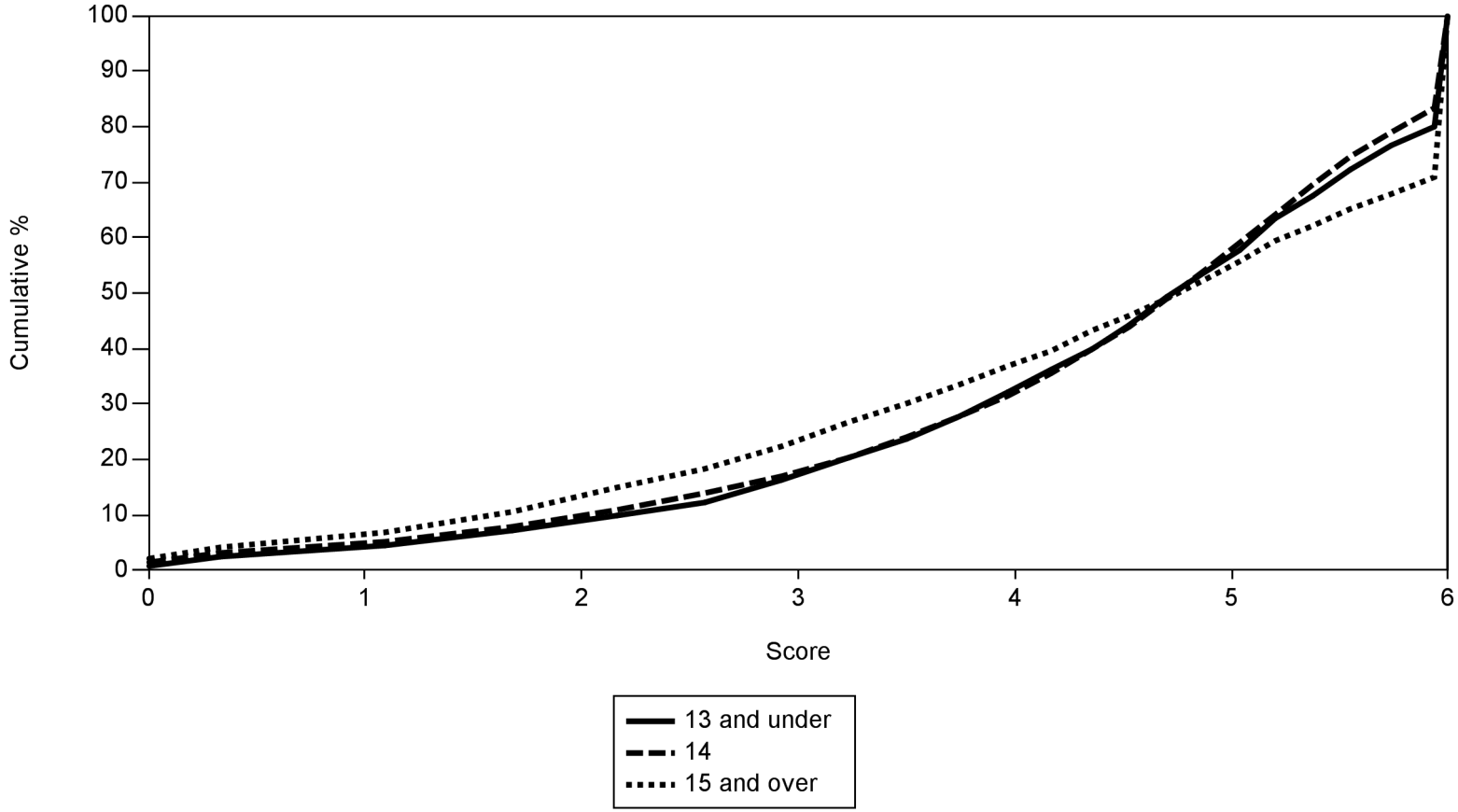
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score classified by student's age.



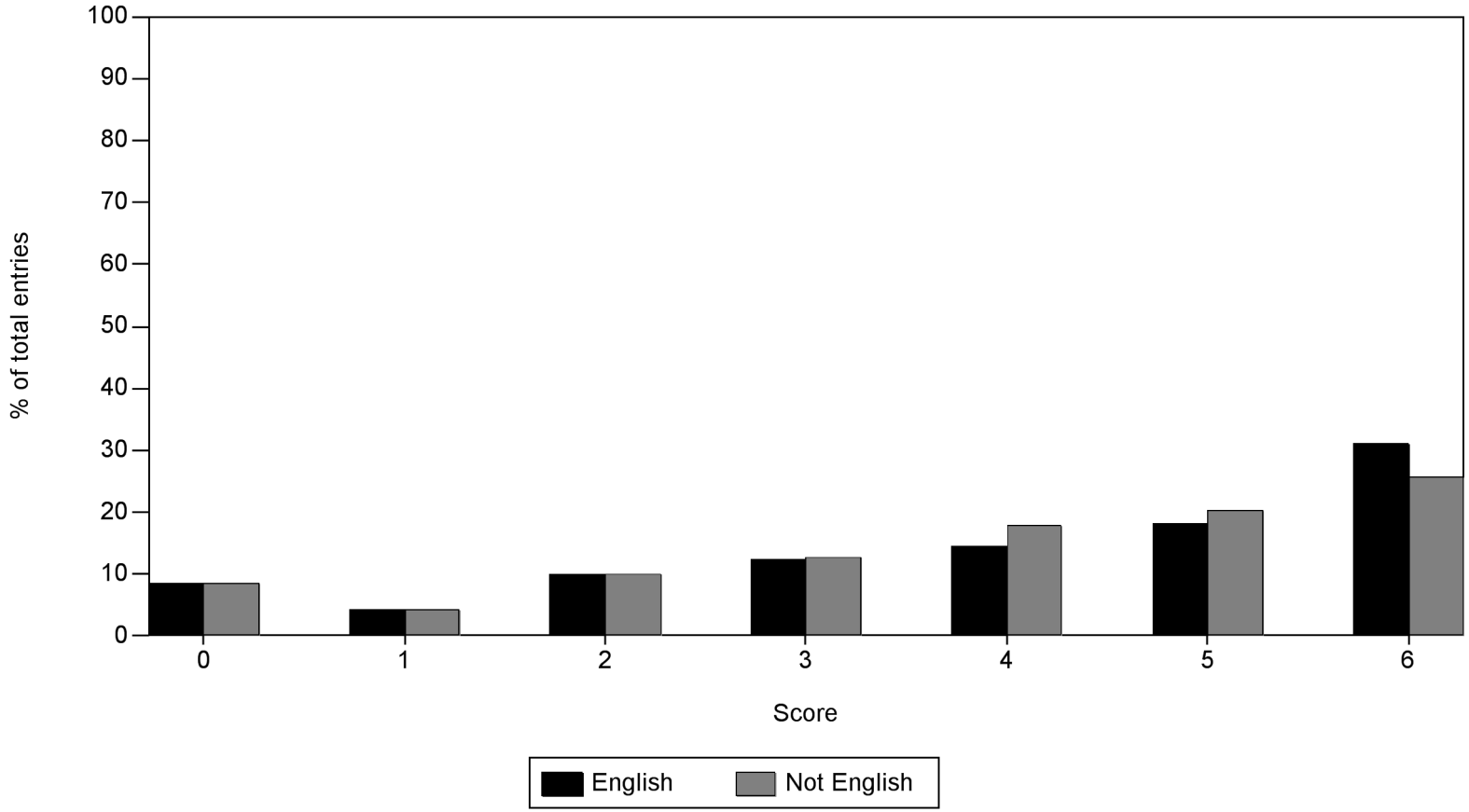
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score by student's first language, showing the cumulative percentage of the number of students at each score.



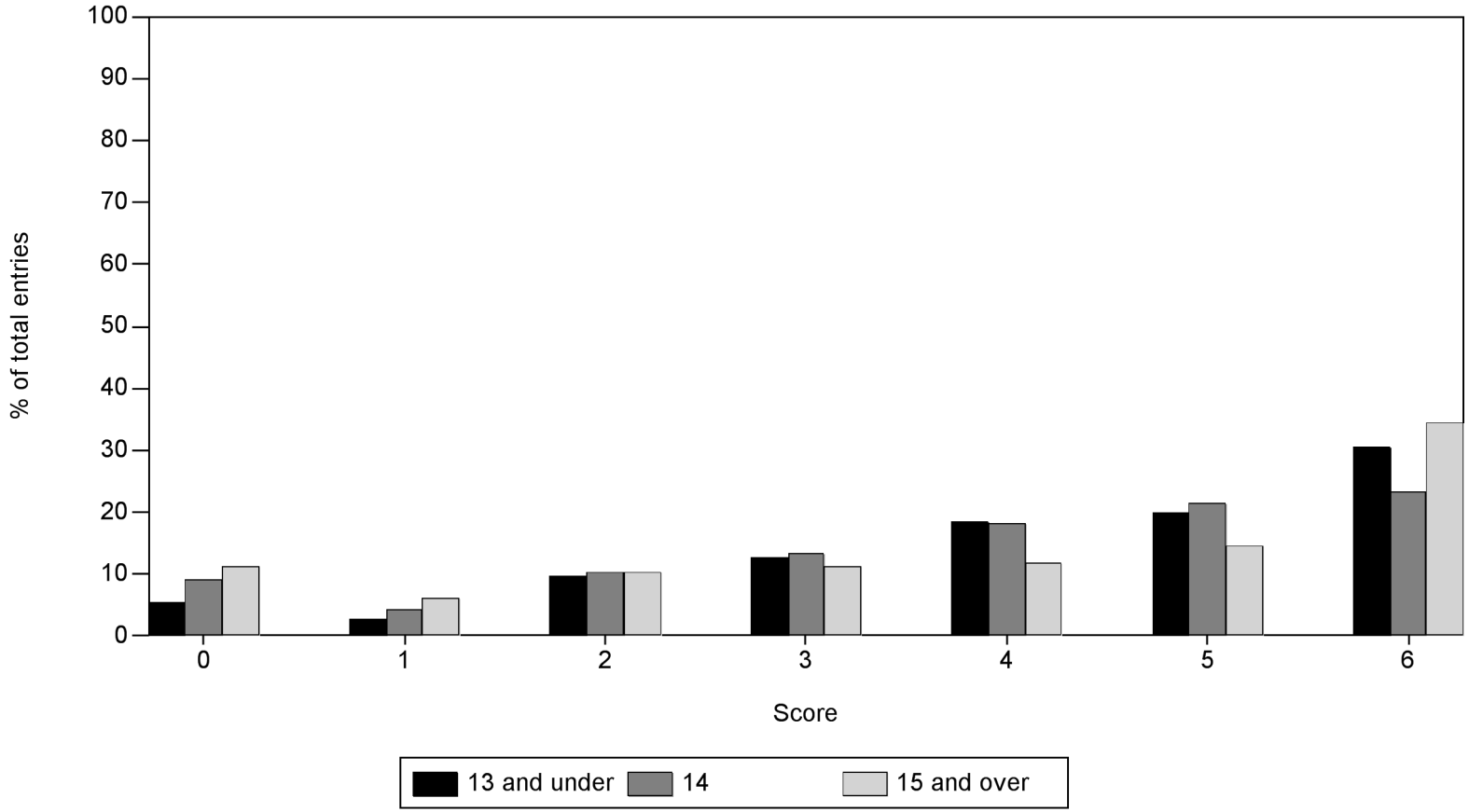
Distribution of Cambridge Secondary 1 Checkpoint Geometry and measure score by student's age, showing the cumulative percentage of the number of students at each score.



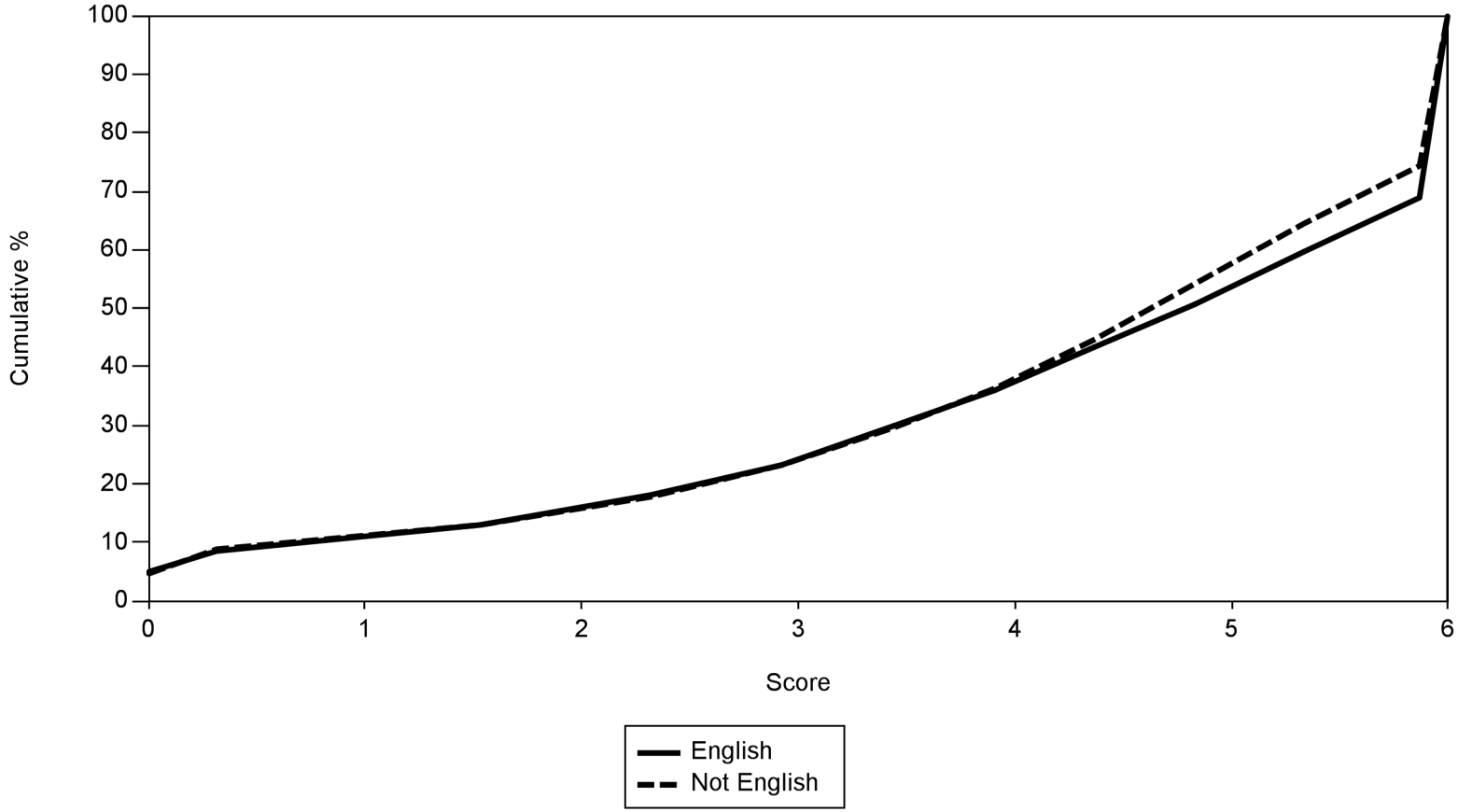
Distribution of Cambridge Secondary 1 Checkpoint Handling data score classified by student's first language.



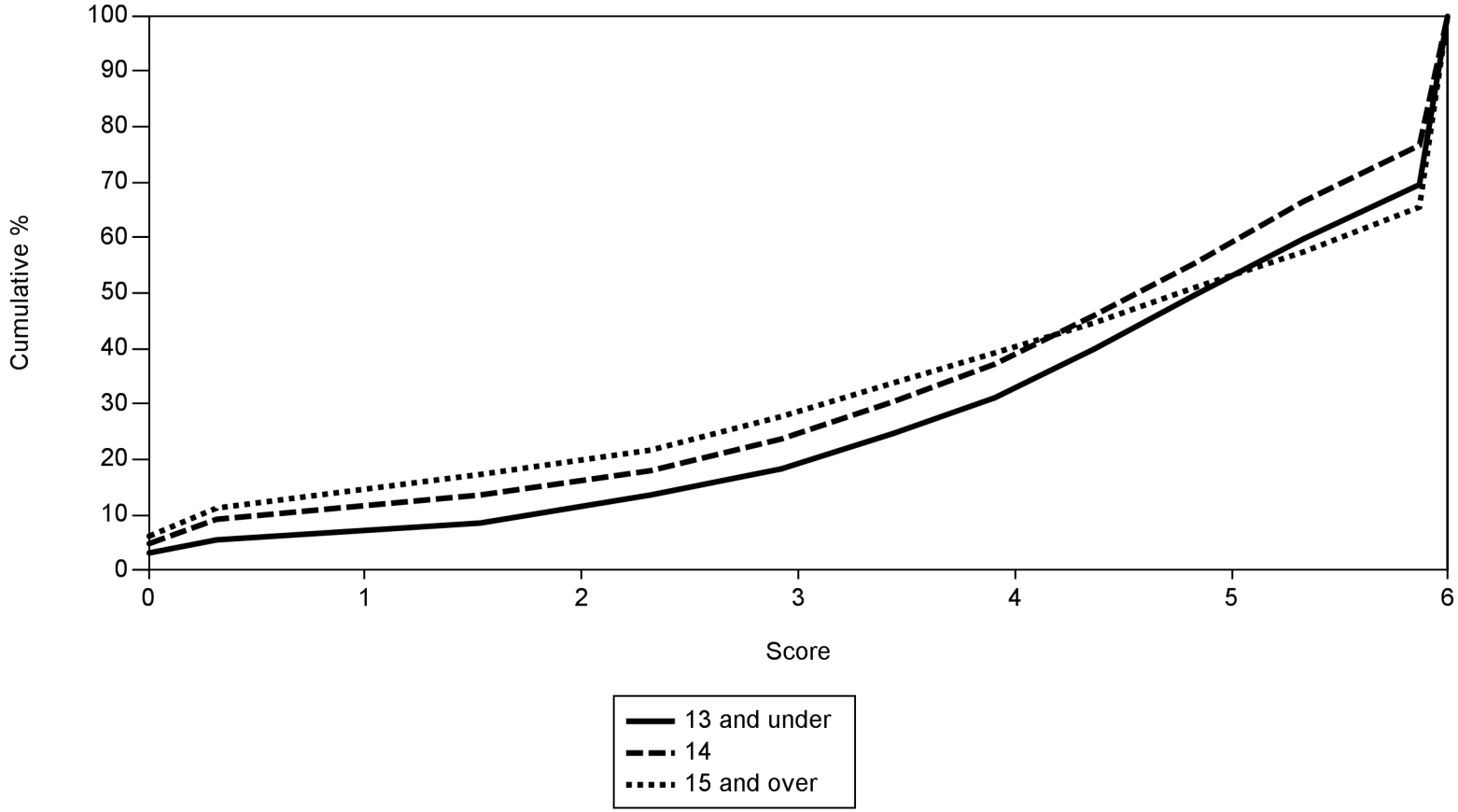
Distribution of Cambridge Secondary 1 Checkpoint Handling data score classified by student's age.



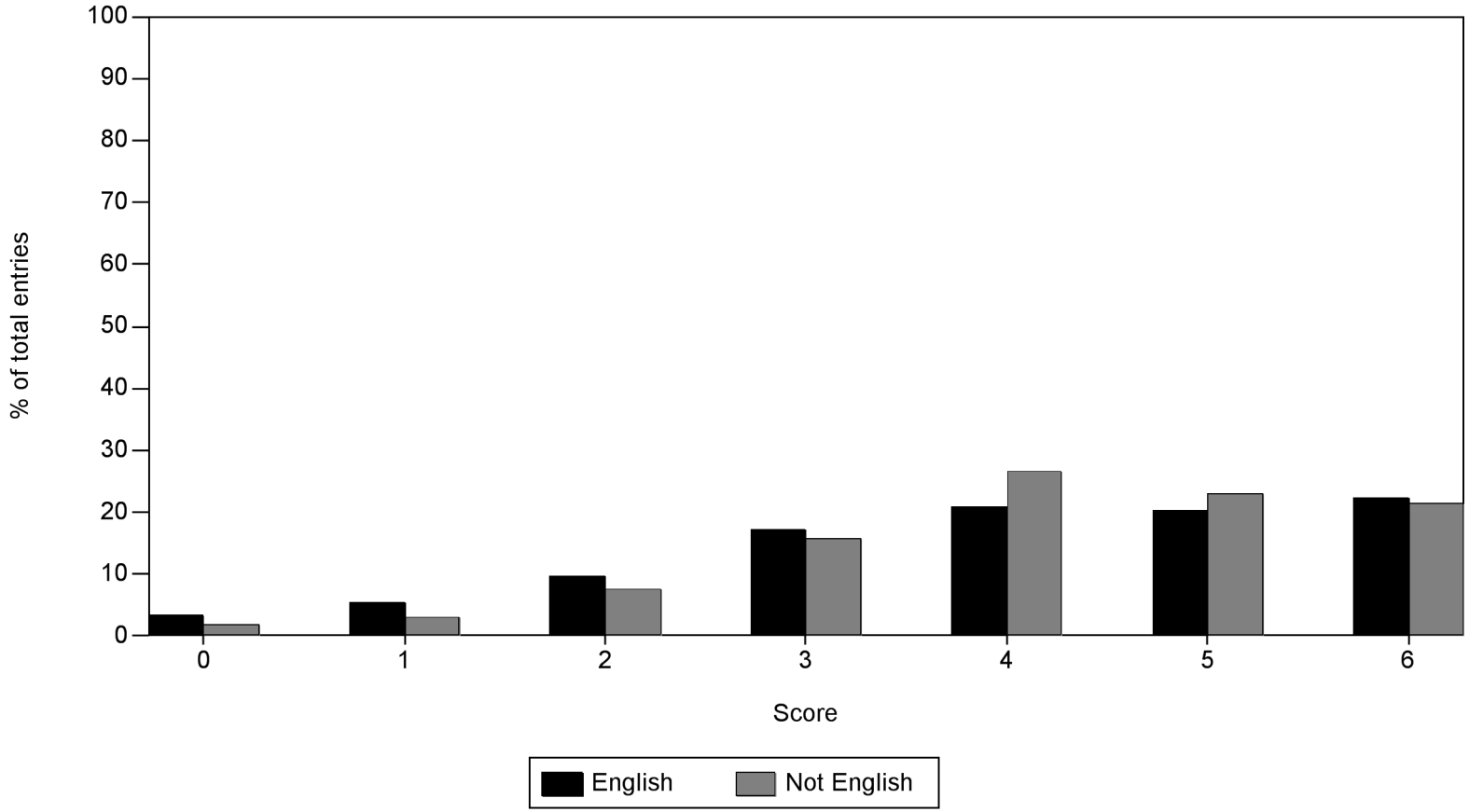
Distribution of Cambridge Secondary 1 Checkpoint Handling data score by student's first language, showing the cumulative percentage of the number of students at each score.



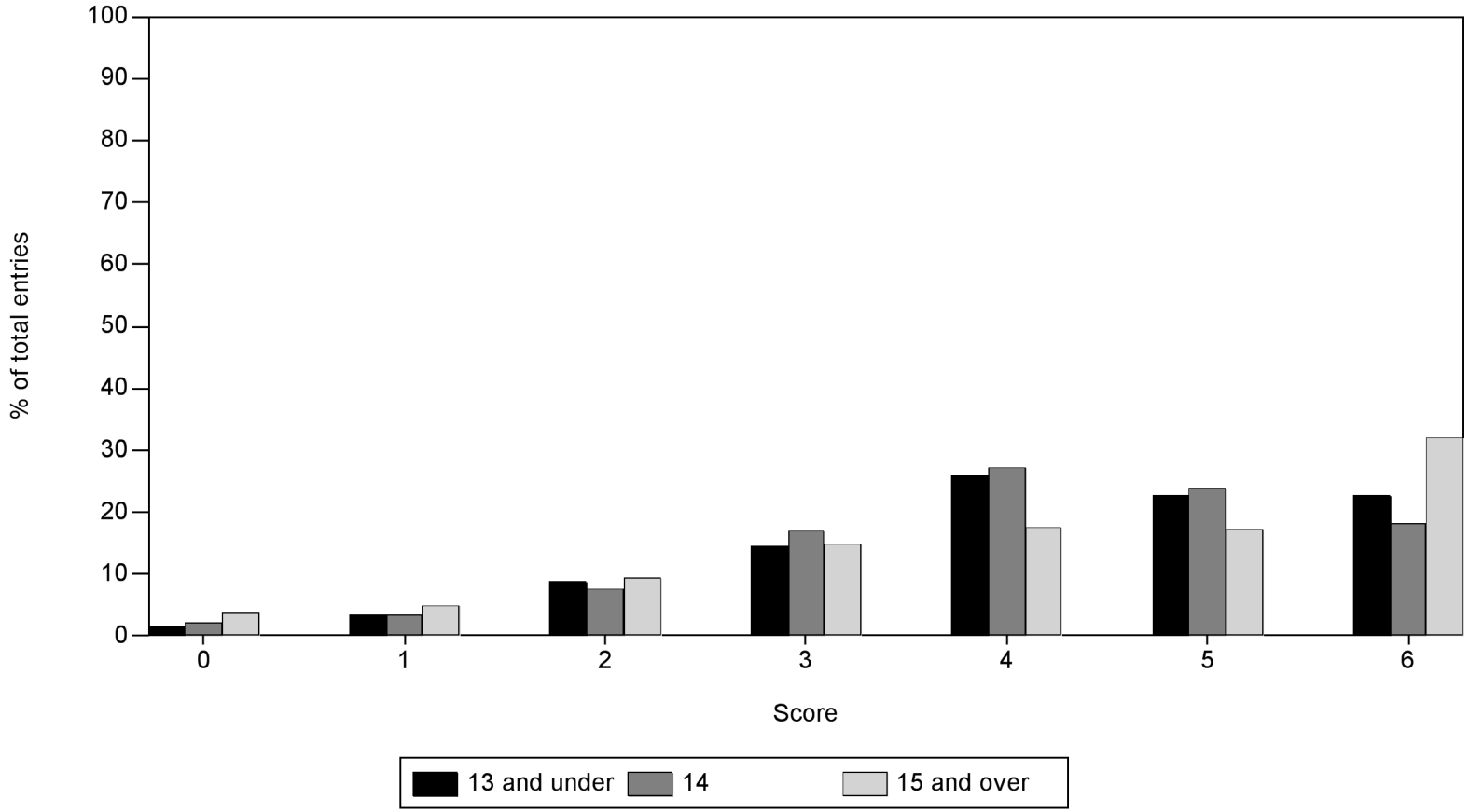
Distribution of Cambridge Secondary 1 Checkpoint Handling data score by student's age, showing the cumulative percentage of the number of students at each score.



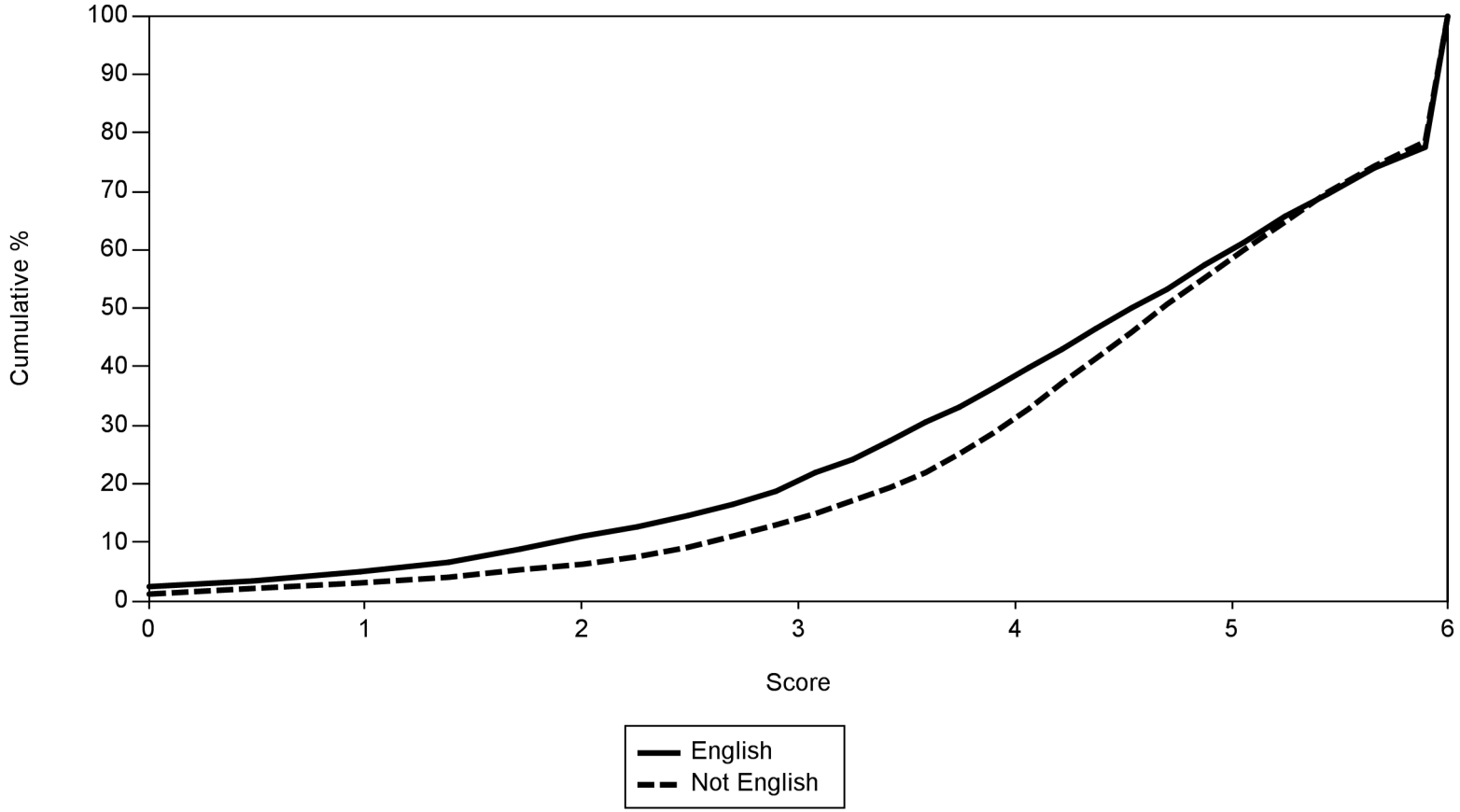
Distribution of Cambridge Secondary 1 Checkpoint Number score classified by student's first language.



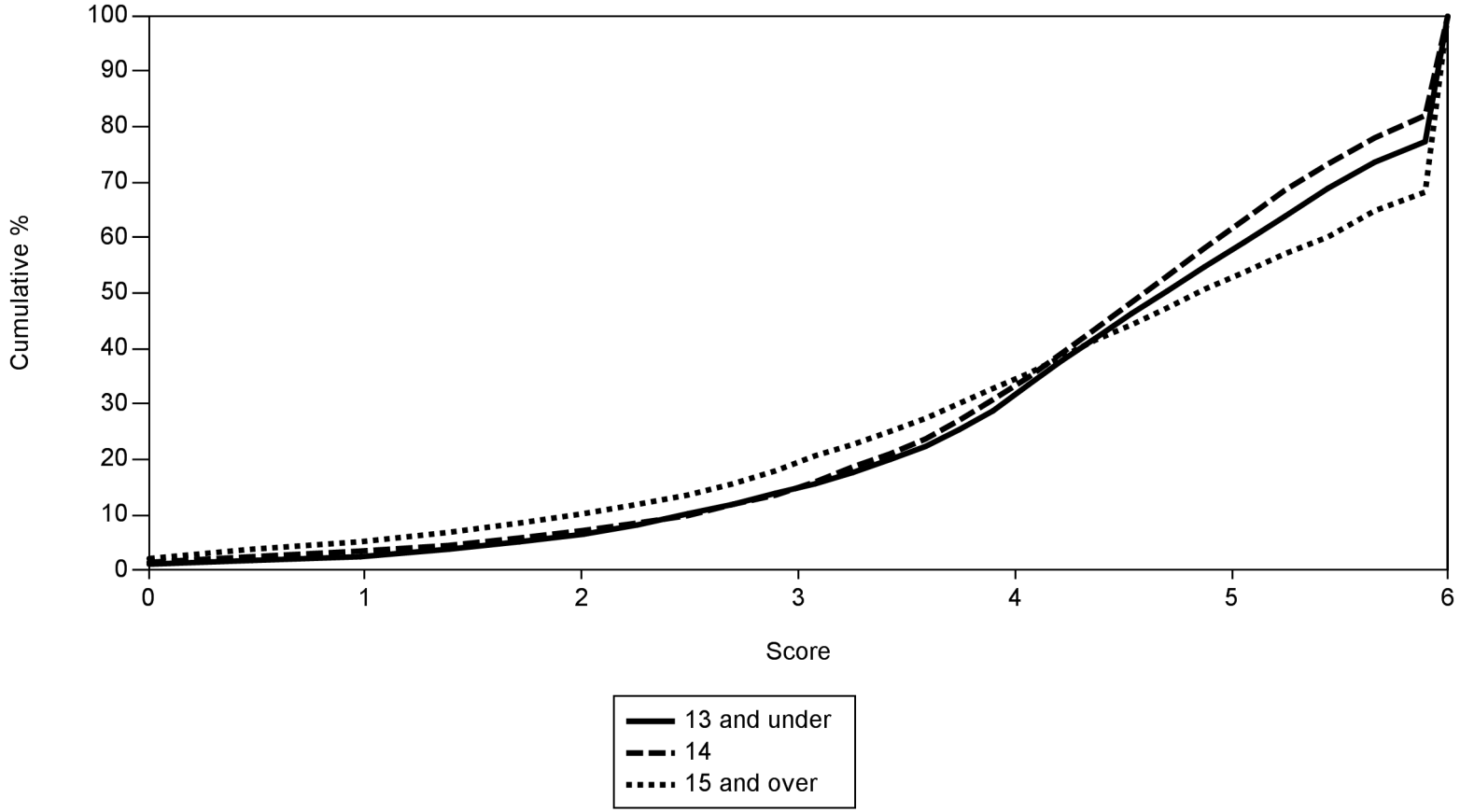
Distribution of Cambridge Secondary 1 Checkpoint Number score classified by student's age.



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 even though this component was slightly harder than component 02.
There was no evidence that the learners did not have sufficient time to complete the examination paper.
Many learners coped well with the questions that assessed science enquiry skills, but some of these questions were not attempted by a small proportion of the learners.
Centres should advise the learners not to show the units in the body of the results table but only include them in the heading.

Question 1

This question was about life processes.
Only the most able learners got all four marks for the question. Common misconceptions included linking the kidney with nutrition and the spinal cord with growth. Many learners realised that the uterus was linked with reproduction.

Question 2

This question was about the components of soil.

(a) Learners often recognised gravel as having the largest particles although some chose water.

(b) A very large proportion of the learners could read the volume of gravel as 10 cm^3.

(c) Learners found this question quite challenging and many chose silt rather than clay. A common misconception was that clay had smaller particles because it had the largest volume. Only a small proportion of the learners appreciated that it was the relative position of the layers that was important in determining particle size.

(d) Learners were often not able to choose all three correct words and a significant proportion of learners could not correctly choose any of the answers

Question 3

This question involved the interpretation of oscilloscope pictures.

(a) Although many learners could recognise the loudest sound, some confused loudness with pitch and gave **D** as the answer.

(b) A significant proportion of the learners did not appreciate the link between amplitude and loudness and gave a different answer to that given in part (a).

(c) A significant proportion of the learners did not appreciate the link between pitch and frequency and gave a different answer to part (d).

(d) Although many learners could recognise the highest frequency, some confused frequency with amplitude and gave **C** as the answer.

Question 4

This question was about inherited features.

(a) Learners often appreciated that hair and eye colour were inherited from her parents but only a very small proportion of the learners appreciated that gender is also inherited. Some learners showed all of the features as inherited.

(b) The most common answer given in (i) was nucleus. In addition, gene, chromosome and DNA were all mentioned and given credit in the mark scheme. Some learners misinterpreted the question and gave the names of cells, such as blood or sperm cells, rather that the part of cells. In part (ii) some learners gave excellent answers that described the fusing of sperm cells with egg cells. Other learners just named the two types of cells. The most common misconception was to mention blood cells. A small proportion of the learners left part (ii) blank.

Question 5

This question was about the Periodic table and atomic structure.

(a) Although some learners in part (i) recognised an element in Group 7, most chose C*l* rather than F. Some learners in part (ii) were able to recognise Li, but many gave other elements which had very little connection with three protons. Learners found part (ii) easier than parts (i) and (iii). In part (iii) some learners gave Mg although Ca was a common incorrect answer. In all three parts learners often gave names of elements rather than the chemical symbols.

(b) Learners often correctly put electrons on the shells rather than the nucleus or in the space between the shells; however often the wrong number of electrons were included. The idea that a carbon atom has six electrons was fairly well known but often the arrangement given was 3,3 rather than 2,4.

Question 6

This question focused on the energy transfers that happen in a hair dryer.

Although many learners were able to recognise all four types of energy, some used nuclear energy rather than kinetic energy. Other learners used elastic potential energy instead of kinetic energy. The two energy outputs were more likely to be recognised than the energy input.

Question 7

This question assessed some of the science enquiry skills.

(a) The mark scheme allowed a large number of possible answers; however, some of the learners gave heart rate or power which had been given in the stem of the question.

(b) Most of the learners did draw a results table and only a very small proportion of the learners drew graphs. The learners could often put the data into the table but had much more difficulty with the headings and the units. The correct units were given in the question but often learners either gave the incorrect units or omitted them. The mark scheme required the units only to be included in the headings and not in the body of the table, but many learners included it them in the body of the table. A small proportion of the learners did not attempt this question.

Question 8

This question focused on the preparation of the salt copper sulfate and included some aspects of science enquiry.

(a) Some learners in (i) recognised that the acid was sulfuric acid and only a very small proportion of the learners mentioned nitric acid or hydrochloric acid. A common misconception was to refer to sulfur acid. Learners found part (ii) difficult and often did not recognise neutralisation. Common incorrect answers included oxidation and burning.

(b) The sequencing exercise was often completed with minor errors and thus only a small proportion of the learners obtained maximum marks. A common error was to reverse the last two steps.

(c) Learners must be advised to mention safety precautions that are relevant to the experimental method described. In this question the precautions had to relate to heating and using an acid. The most common answer was to use safety glasses. The use of gloves and laboratory coats was also accepted in the mark scheme.

Question 9

This question assessed some of the science enquiry skills.

(a) Learners were often able to calculate the mean time quoting an answer of 9.8 seconds.

(b) Many learners were able to recognise the anomalous result of 2.8 seconds in test 3. A significant proportion of the learners did not attempt this question.

(c) Learners found it difficult to describe the relationship in words. The best answers stated that as the area increased the air resistance increased. Some learners expressed the link between area and the time taken, but this was not asked for in the question. A significant proportion of the learners did not attempt this question.

Question 10
This question focused on the dispersal of fruits.
(a) Learners were often able to link two fruits to their methods of dispersal. The typical correct answers were for the fruit that was wind pollinated and the one that had explosive self-dispersal. The learners were much more likely to get the two other methods of dispersal confused.
(b) The idea that dispersal helps to reduce competition with the parent plant was described by some learners. A common answer was that seeds needed to be dispersed to stop a plant becoming extinct, but these answers often did not explain why this would prevent extinction.

Question 11
This question was about the rusting of iron
Learners were often able to give at least one of the two required chemicals, oxygen and water. Some learners gave air and others gave salt which were not given credit in the mark scheme. A small proportion of the learners did not attempt this question.

Question 12
This question focused on the planets in the solar system.
(a) Many learners identified the two planets. Some learners gave the names of the planets rather than the letters.
(b) The names of the various planets were well known although some learners did not recognise Saturn.
(c) Many learners identified the planet **A**. Some learners gave the name Mercury instead.

Question 13
This question focused on sources of light in the universe.
(a) Learners were often able to recognise the two stars as sources of light.
(b) The idea that light is reflected was well known by learners. A very small proportion of the learners referred to refraction.

Question 14
This question focused on energy sources.
(a) The name non-renewable was known by some learners although some learners gave the name of a non-renewable fuel instead.
(b) Learners often recognised the two non-renewable energy sources as coal and crude oil (petroleum).

5.2 Comments on specific questions – Science 1113 component 02

General Comments

This component was marginally easier than component 01 even though it contained more free response type questions.
The learners need to focus on collision theory in relation to rates of reaction since they found this aspect of the curriculum framework very challenging.
This component included some questions in which the learners had to draw diagrams. There was some evidence in the answers that learners need to take more time when drawing diagrams to ensure that the diagram is clear and not contradictory.

Question 1

This question focused on a food chain from the Atlantic Ocean.

(a) Many learners could interpret the food chain and recognised that there were four trophic levels. Some learners thought there were only three trophic levels.
(b) Some learners stated that producers used photosynthesis to make their own food. Some learners gave insufficient answers by just referring to the organism at the start of the food chain.
(c) Learners often gave very good answers appreciating that the number of shrimp would increase because there were fewer cod to eat them.

Question 2

This question focused on the kinetic particle model and change of state.

(a) Many learners could interpret the graph and answer that it took 8 minutes for the water to reach 100 °C. Other learners gave 10 minutes.
(b) The learners were often able to complete at least one of the sentences about particles when water was boiling. The idea of particles having more kinetic energy was well known as was the idea that particles would spread out.
(c) Learners need to be advised to take sufficient time when drawing particle diagrams to ensure that the particles are of the same size. Good answers showed the particles touching each other in a regular pattern; however, some answers had areas where the particles were not regular.

Question 3

This question was about the dispersion of light through a prism.

(a) Learners typically gave all the correct labels or muddled up the light ray with the slit. The prism, spectrum and the light source were recognised by most of the learners.
(b) Some learners gave the correct colour as white, while some other learners put circles around all of the colours other than white.
(c) Many learners were able to identify the prism. Only a small proportion of the learners put crosses away from the prism, often this was near to the light source.

Question 4

This question was about the different types of nutrients found in food.

(a) Learners could often match all the food items with the main type of nutrient; however, a common misconception was that lettuce or butter contains carbohydrates.
(b) Many learners found it difficult to express the idea that a balanced diet contains all the types of nutrients and in the correct proportions. A common misconception was that the diet contains the same amount of each nutrient.

Question 5

This question was about rate of reaction and collision theory. A significant proportion of the learners did not attempt at least one of the parts of this question.

(a) Learners did not always clearly express themselves and failed to link the concentration of acid with the volume of gas made. Often learners repeated the information in the stem rather than identifying the pattern in the actual results.

(b) This was a very challenging question and often the answers did not mention collisions. Only the very best answers referred to an increase in the collision frequency as the concentration increased. The idea that particles were either closer together or were more crowded was not mentioned by most learners.

(c) Some learners gave answers that referred to fair tests rather than increasing the reliability. The best answers appreciated the need to repeat and check results. Other learners mentioned increasing the range of the concentrations used and this was given credit in the mark scheme.

Question 6

This question assessed aspects of science enquiry skills, in particular the type of variables in an investigation.

(a) Some learners recognised that the volume of drink was the variable that was changed.

(b) Learners often appreciated that the volume of drink had to be measured but they were less likely to mention the time as the second variable.

(c) Only the most able learners gave all three variables that needed to be the same. Often learners included one or more of the variables they had written in part (b).

Question 7

This question allowed the learners to interpret a graph about people smoking.

(a) There were many patterns shown by the graph. The most common patterns recognised by the learners were that men smoke more than women and that the number of smokers has decreased with time. Some answers just referred to increasing and decreasing without mentioning any other detail.

(b) Many learners were able to state that the number of smokers had decreased.

Question 8

This question focused on the reactivity series in terms of displacement reactions and the reaction of metals with acid.

(a) Learners rarely recognised the two displacement reactions and often only gave aluminium and copper chloride as a displacement reaction.

(b) In part (i) some learners gave hydrogen as the product but carbon dioxide was a common misconception. The term exothermic was known by some learners in part (ii), although a significant proportion of the learners left the question blank.

Question 9

This question was about the properties of bar magnets.

(a) Many learners were able to draw appropriate arrows on or next to the magnets. Some learners drew curly arrows rather than straight arrows.

(b) This question was very challenging and learners found part (i) marginally easier than part (ii). In part (ii) learners often drew lines that crossed one another or had arrows that contradicted each other. Many learners ignored the instruction about drawing just two other lines and drew many more, these learners were much more likely to contradict their answers in terms of the arrows drawn. A significant proportion of the learners left both parts blank.

Question 10

This question was about photosynthesis on the planet Mars.

Many learners did not give comparative answers in terms of Mars being further away from the Sun leading it to receive less light and therefore less occurrence of photosynthesis. The idea that less food or no food would be made was understood by many learners but they were not able to give a clear explanation.

Question 11

This question about elements and compounds and particle diagrams was very challenging.

(a) Many learners gave incorrect answers here and the most common incorrect answers were **B** or **E**.

(b) Many learners gave incorrect answers here and the most common incorrect answers were **A** and **D**.

(c) The learners found this answer the least challenging of the three parts. A common misconception was to give box **A**.

Question 12

This question was about moments in the context of a see-saw.

(a) The best answers referred to the anti-clockwise moments equalling the clockwise moments, but most answers only referred to one factor. Common misconceptions included the see-saw being balanced because they have the same weight or they are the same distance from the pivot. Some learners referred to pressure rather than moments. A small proportion of the learners confused weight and mass in their answers.

(b) The best answers referred to a clockwise moment but the mark scheme allowed an answer that stated that the see-saw was not balanced. Some learners just referred to the moment of one of the boys e.g. Mike moves down, and this was considered enough to be awarded a mark.

(c) The best answers referred to the same moments but many learners just appreciated that the see-saw was balanced and this was enough to be awarded a mark

(d) Many learners did not appreciate the effect of having one of the boys on the pivot. Some learners thought that the see-saw would be balanced because Mike was on the pivot. The best answers realised that Ahmed would go down but Mike would not move.

Question 13

This question was about the classification of vertebrates and was answered very well by the learners.

A common misconception was to confuse the amphibian and the arthropod, another misconception was confusing the reptile with the amphibian.

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

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

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

Demographic breakdown of total entry for Cambridge Secondary 1 Checkpoint Science

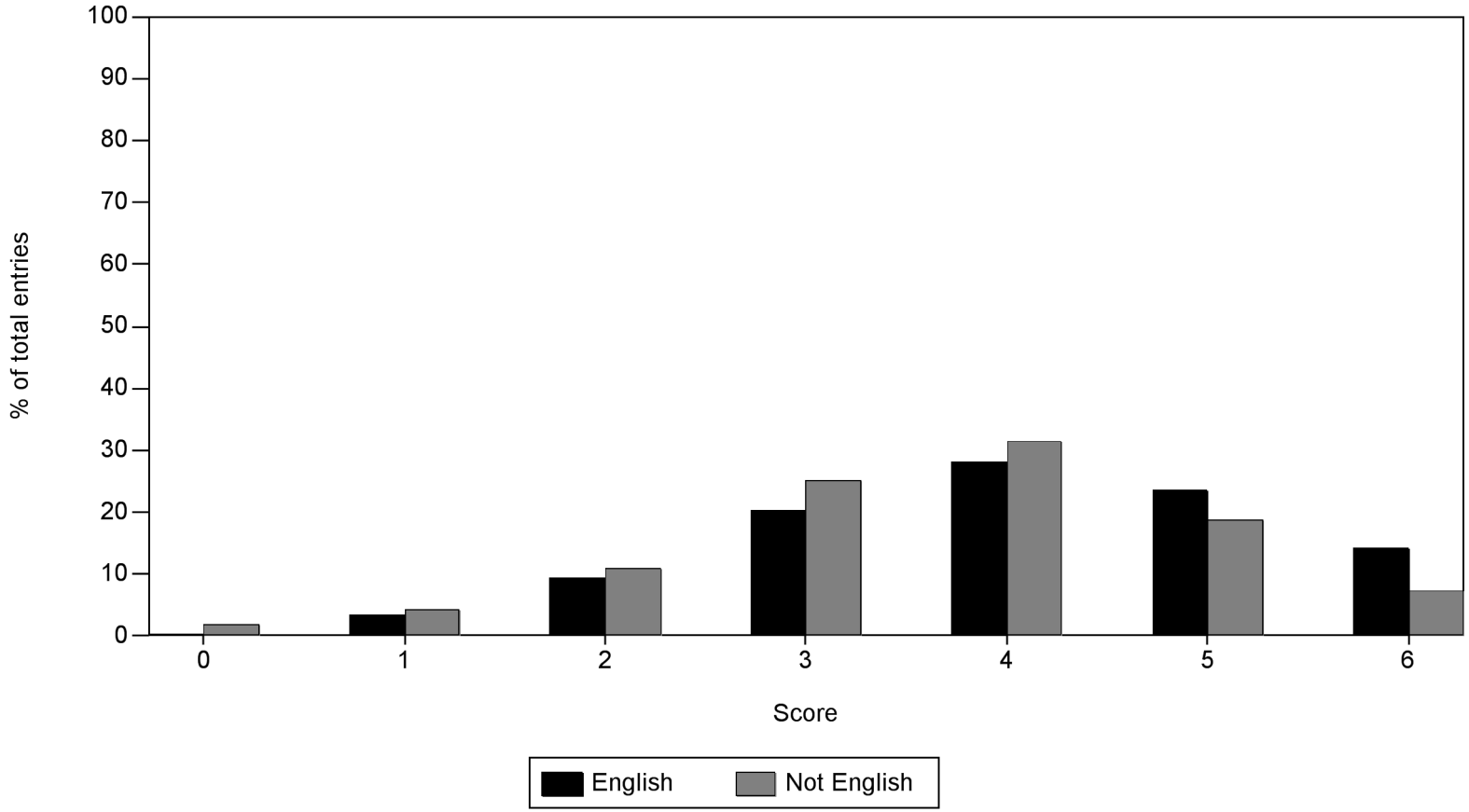
		Percentage of total entry	Average total score	Average Biology score	Average Chemistry score	Average Physics score	Average Scientific enquiry score
Age in years	**First Language**						
13 and under	Not English	14.3	4.3	4.2	4.3	4.3	4.2
13 and under	English	7.5	4.7	4.6	4.7	4.8	4.5
13 and under	All	21.9	4.4	4.3	4.4	4.4	4.3
Age in years	**First Language**						
14	Not English	47.9	4.0	4.0	3.9	4.0	4.0
14	English	9.6	4.0	4.1	3.9	4.0	3.9
14	All	57.5	4.0	4.0	3.9	4.0	4.0
Age in years	**First Language**						
15 and over	Not English	14.1	4.1	4.1	4.0	4.0	4.0
15 and over	English	6.6	4.7	4.7	4.6	4.7	4.5
15 and over	All	20.6	4.2	4.3	4.2	4.2	4.2
Age in years	**First Language**						
All	Not English	76.3	4.1	4.1	4.0	4.1	4.0
All	English	23.7	4.4	4.4	4.4	4.4	4.2
All	All	100.0	4.1	4.2	4.1	4.2	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.

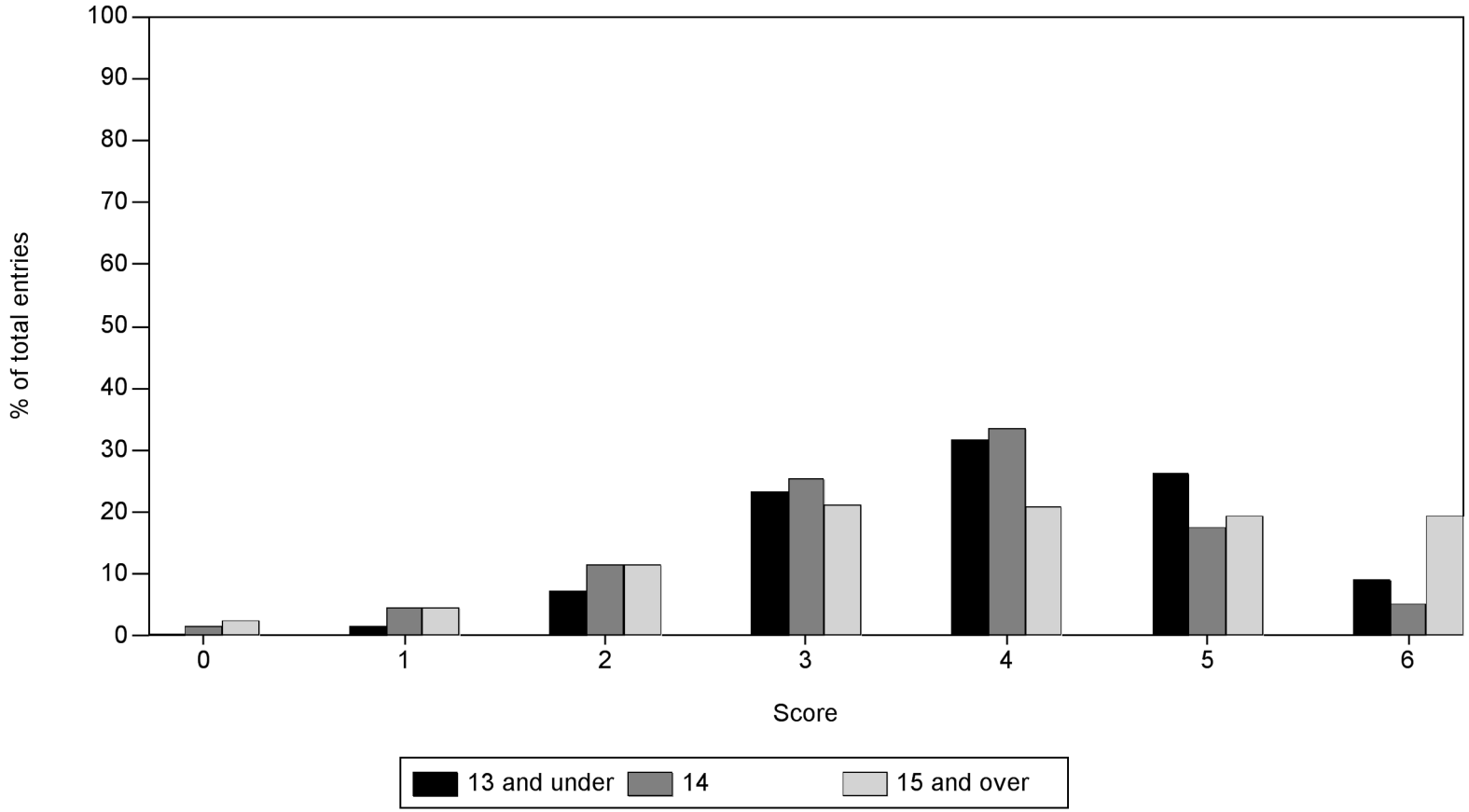
The value 0 represents the group of scores below 1.0,
the value 1 represents the group of scores from 1.0 to 1.9,
the value 2 represents the group of scores from 2.0 to 2.9,
the value 3 represents the group of scores from 3.0 to 3.9,
the value 4 represents the group of scores from 4.0 to 4.9,
the value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

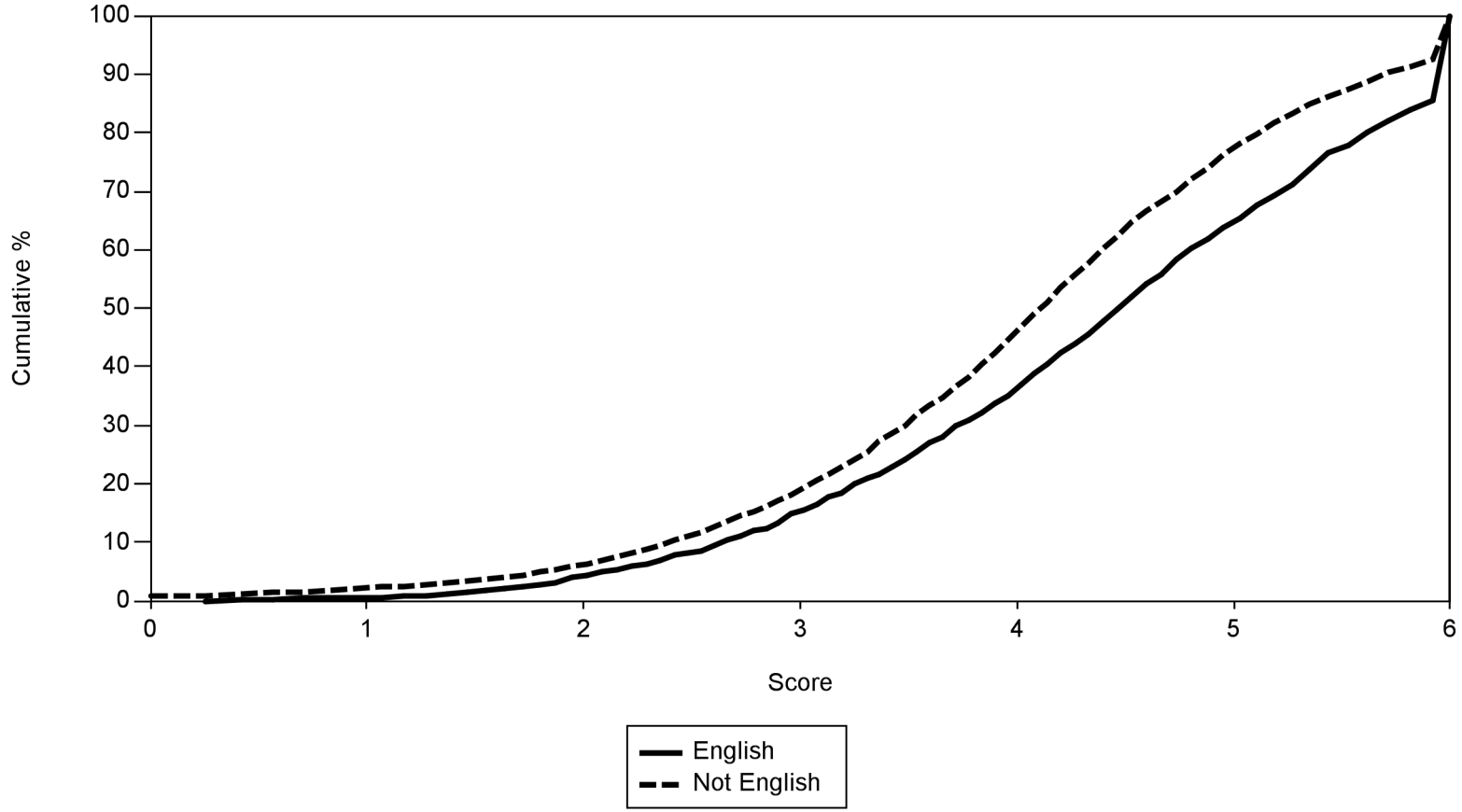
Distribution of Cambridge Secondary 1 Checkpoint total score for Science classified by student's first language.



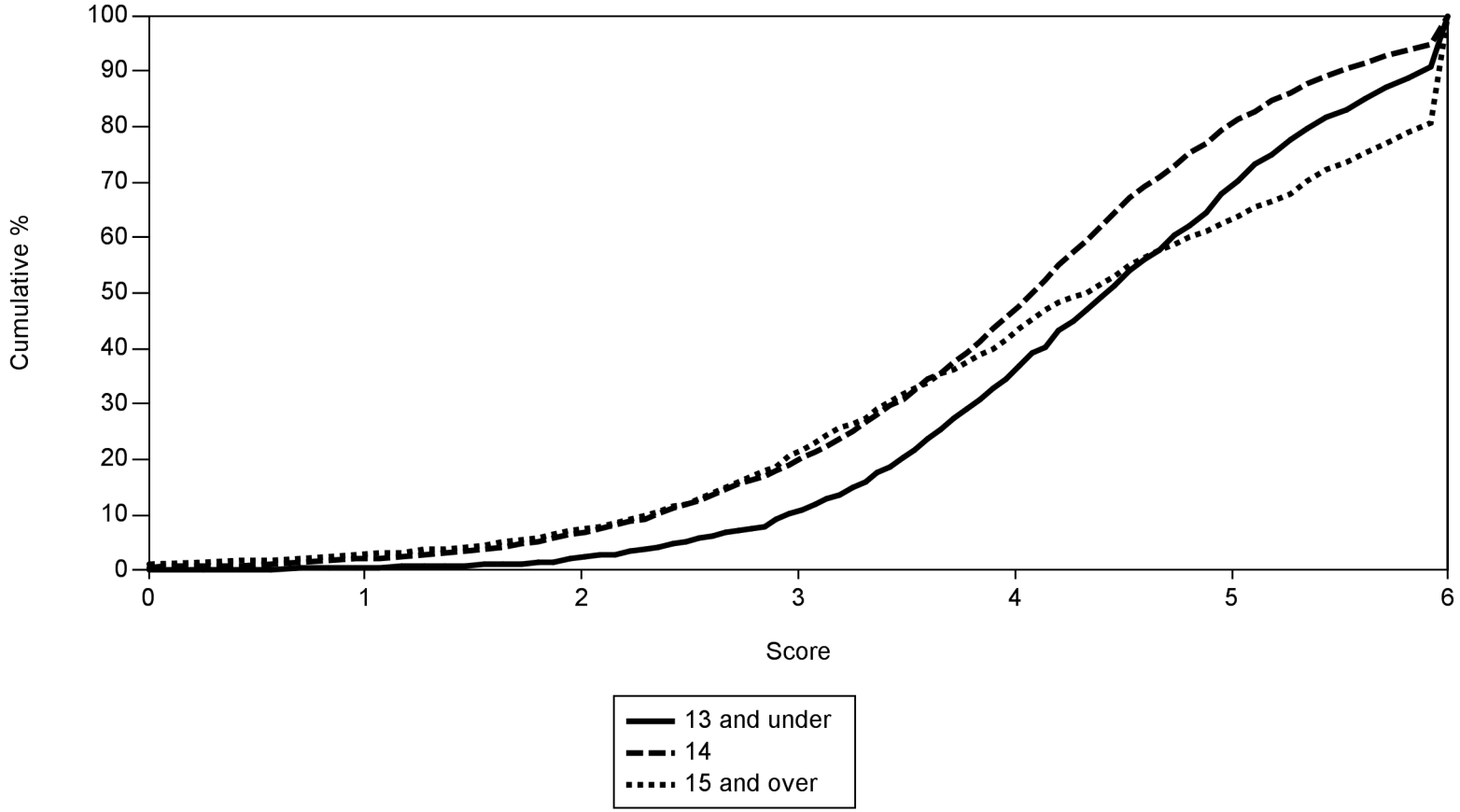
Distribution of Cambridge Secondary 1 Checkpoint total score for Science classified by student's age.



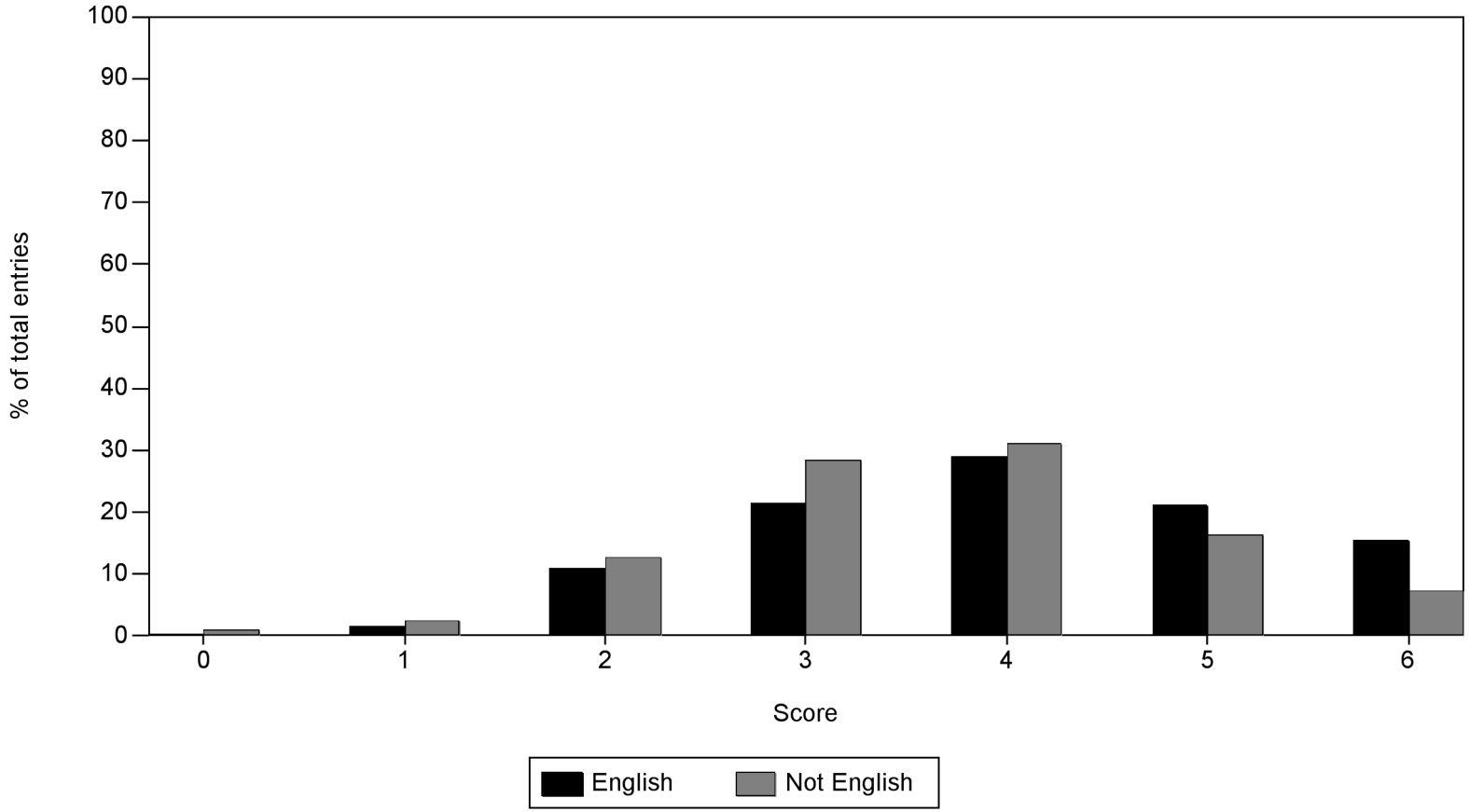
Distribution of Cambridge Secondary 1 Checkpoint total score for Science by student's first language, showing the cumulative percentage of the number of students at each score.



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.



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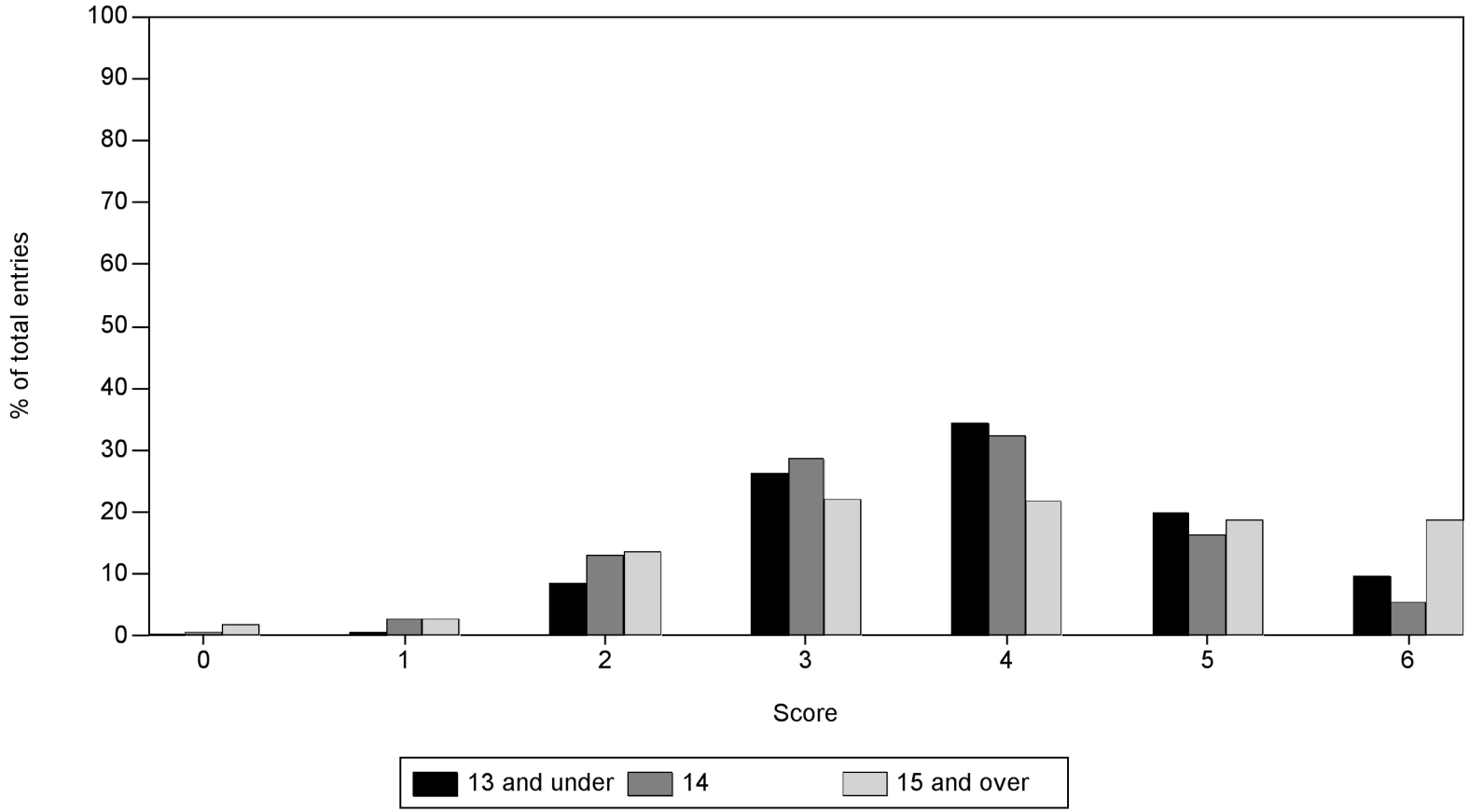
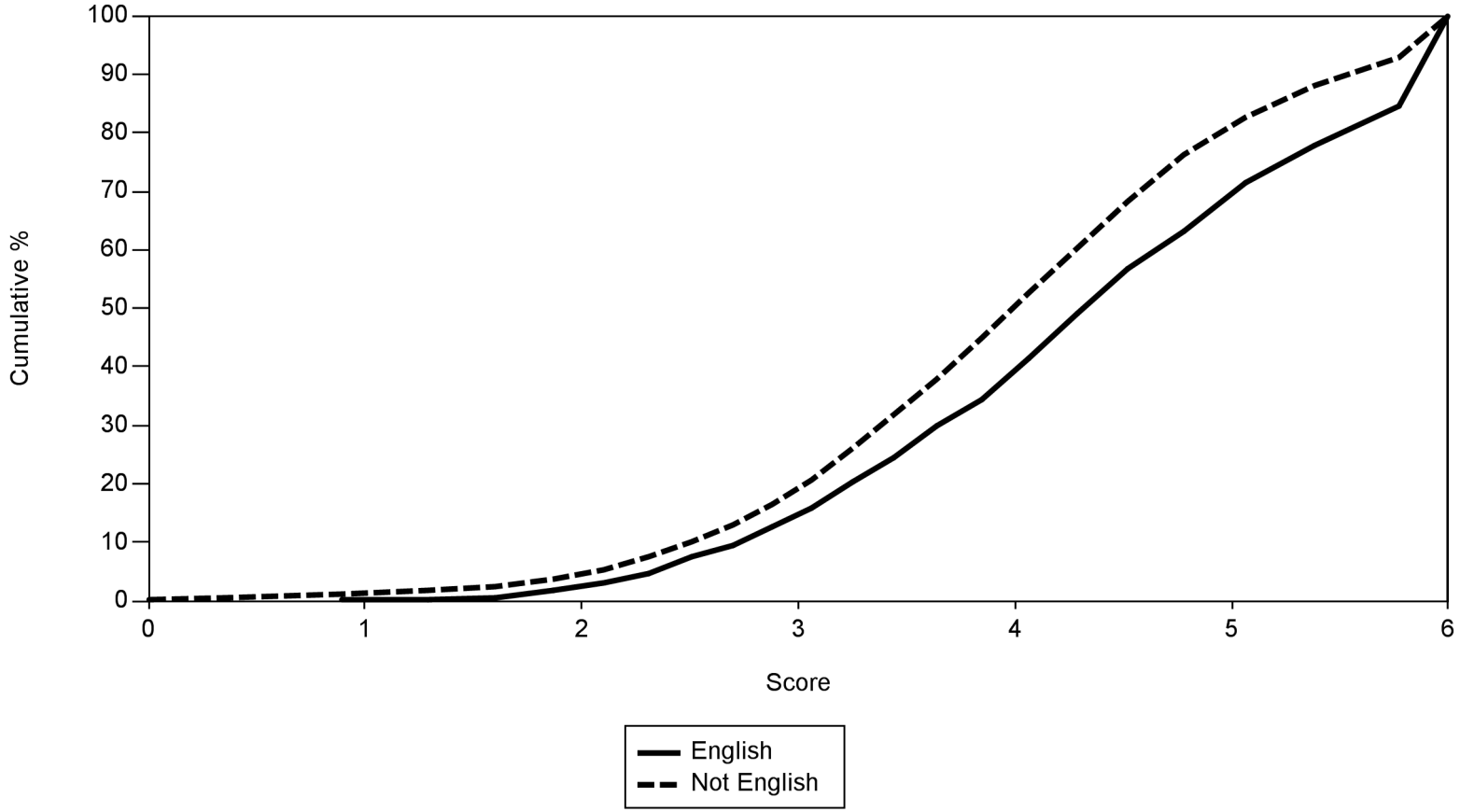


Distribution of Cambridge Secondary 1 Checkpoint Biology score by student's first language, showing the cumulative percentage of the number of students at each score.



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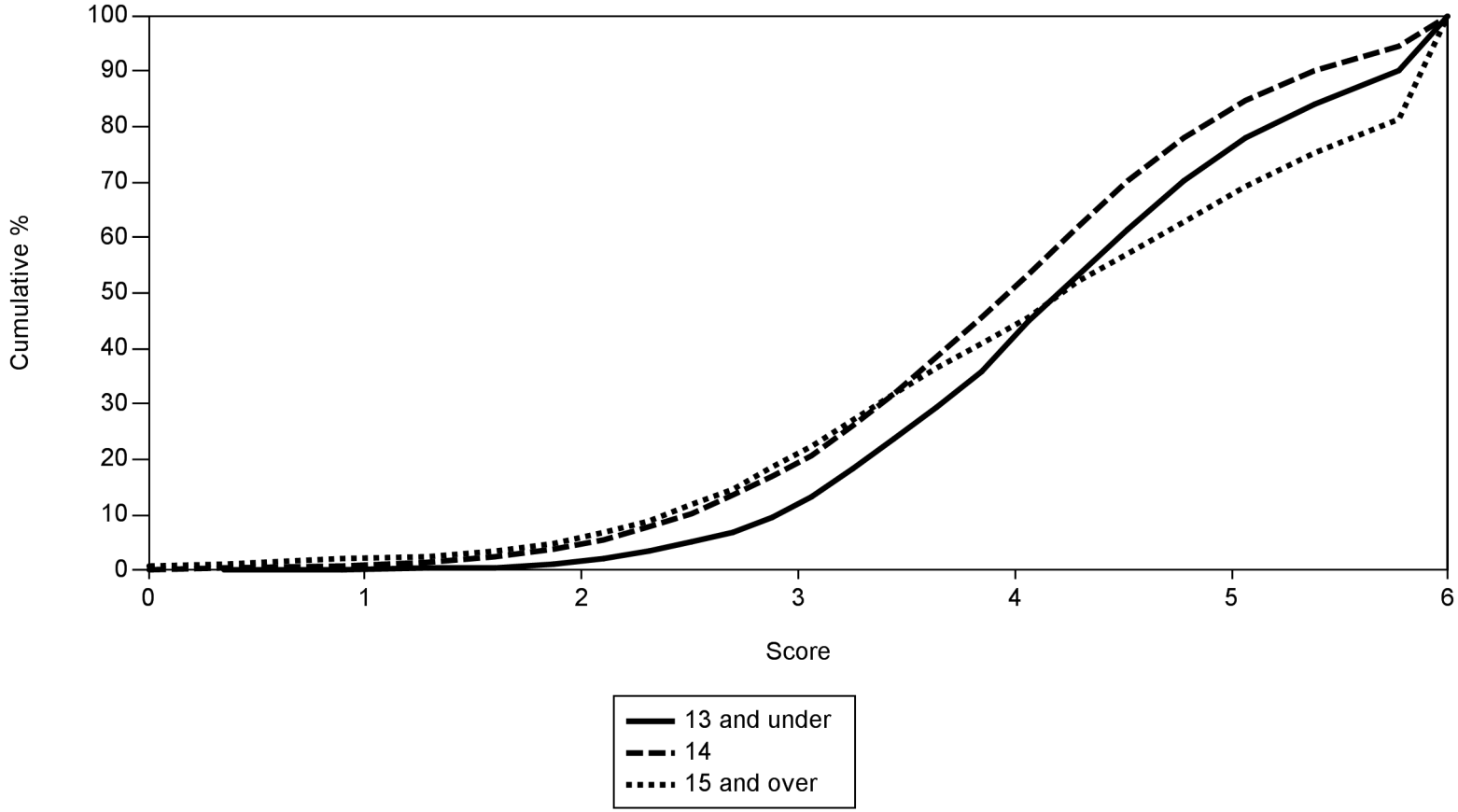
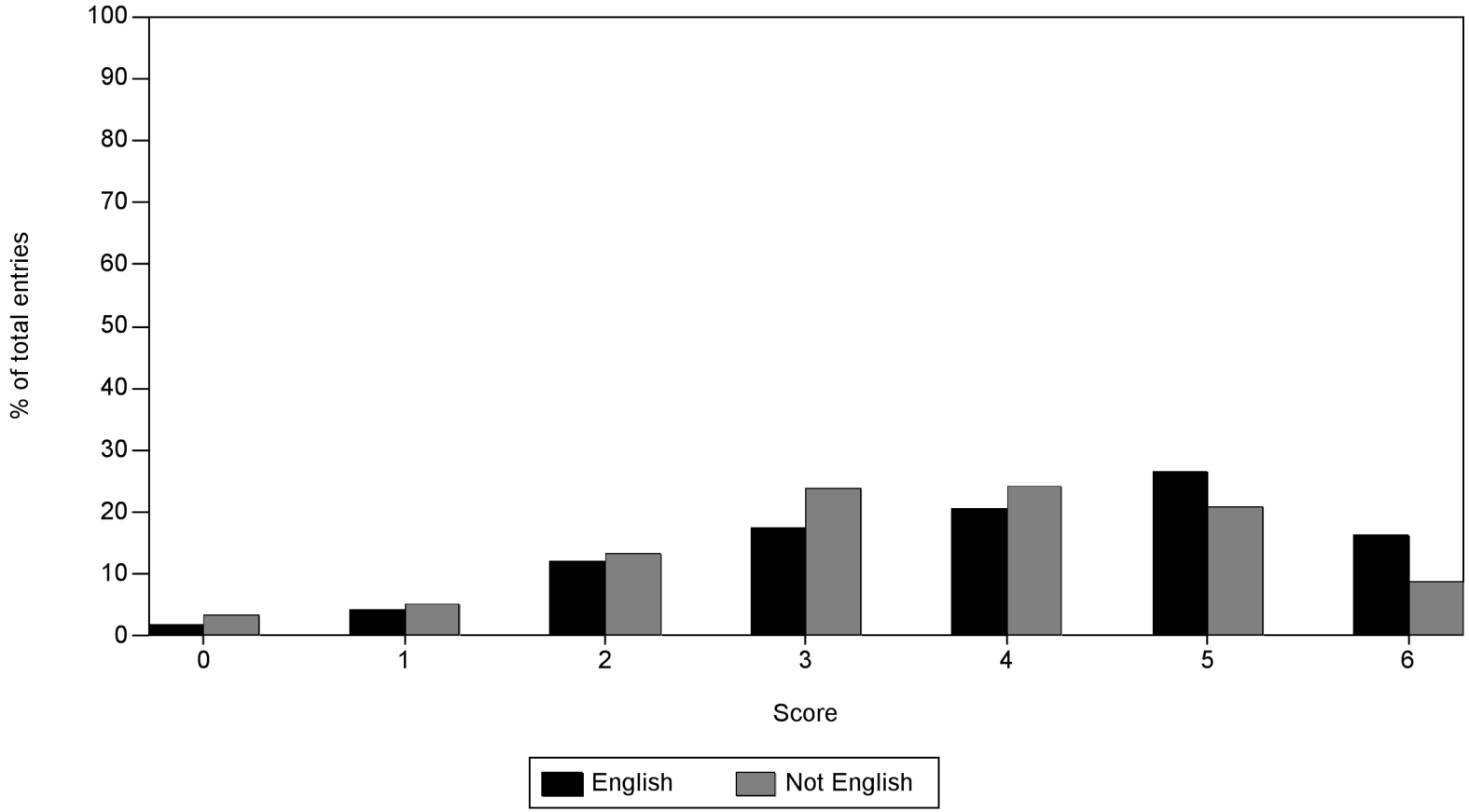


Distribution of Cambridge Secondary 1 Checkpoint Chemistry score classified by student's first language.



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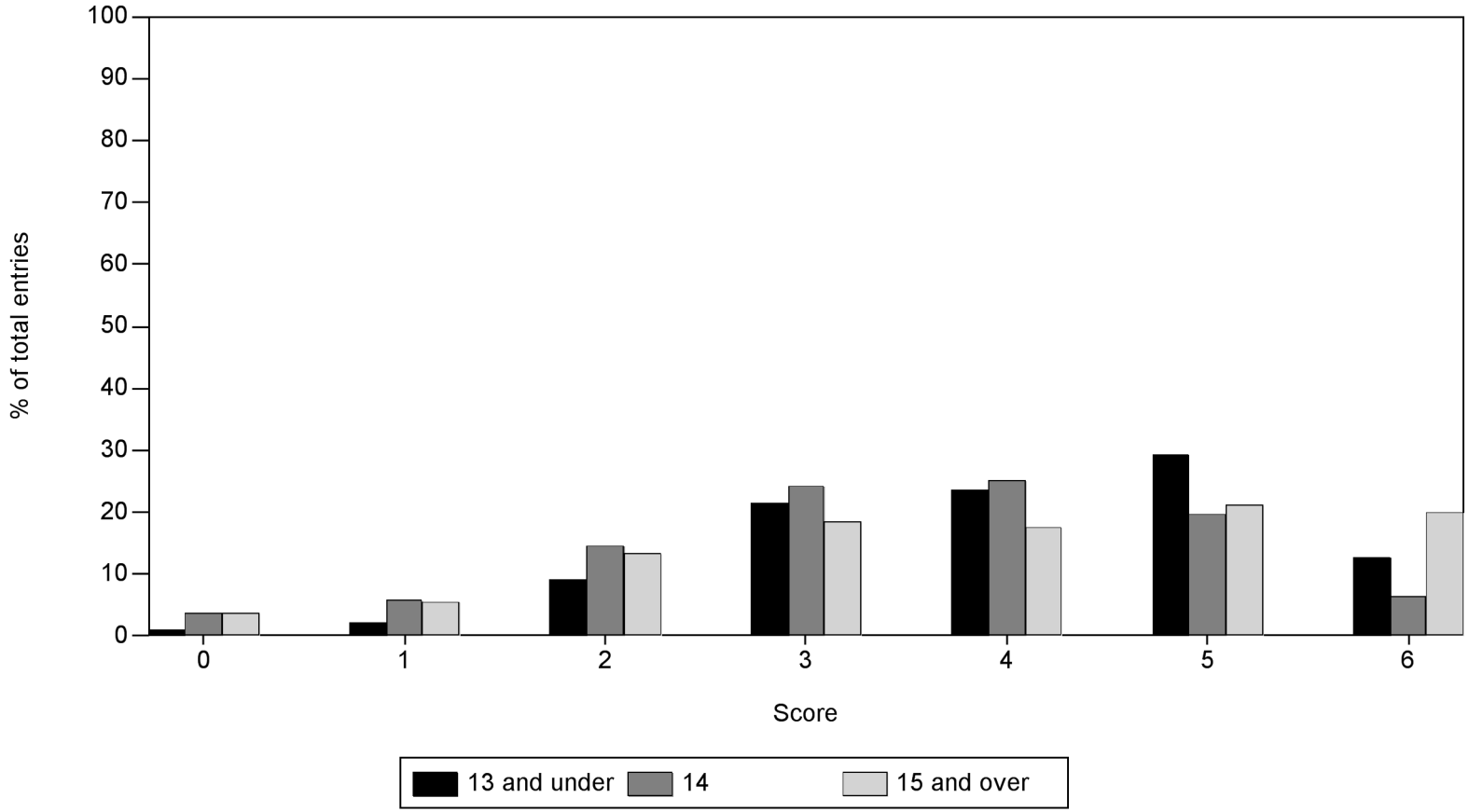

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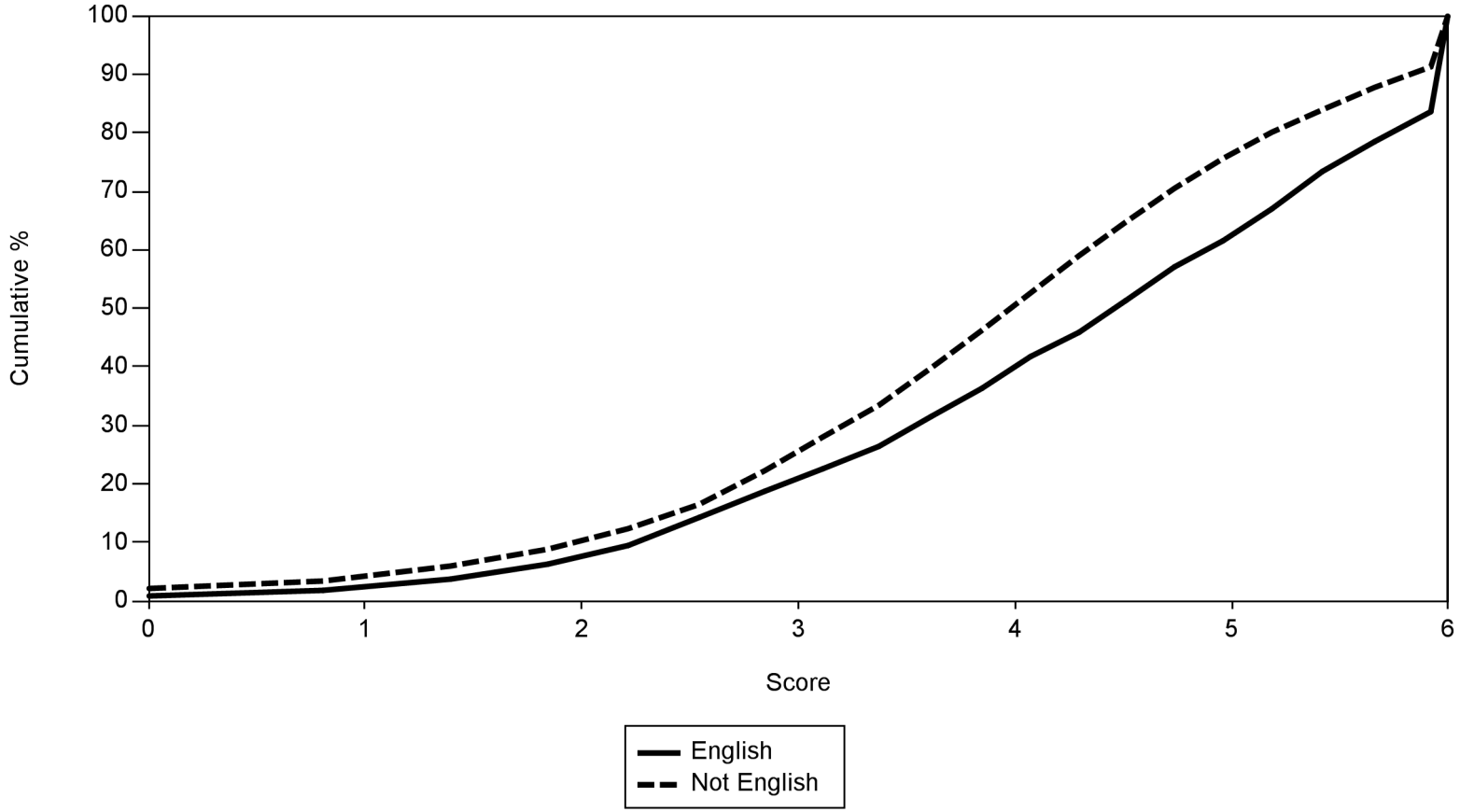

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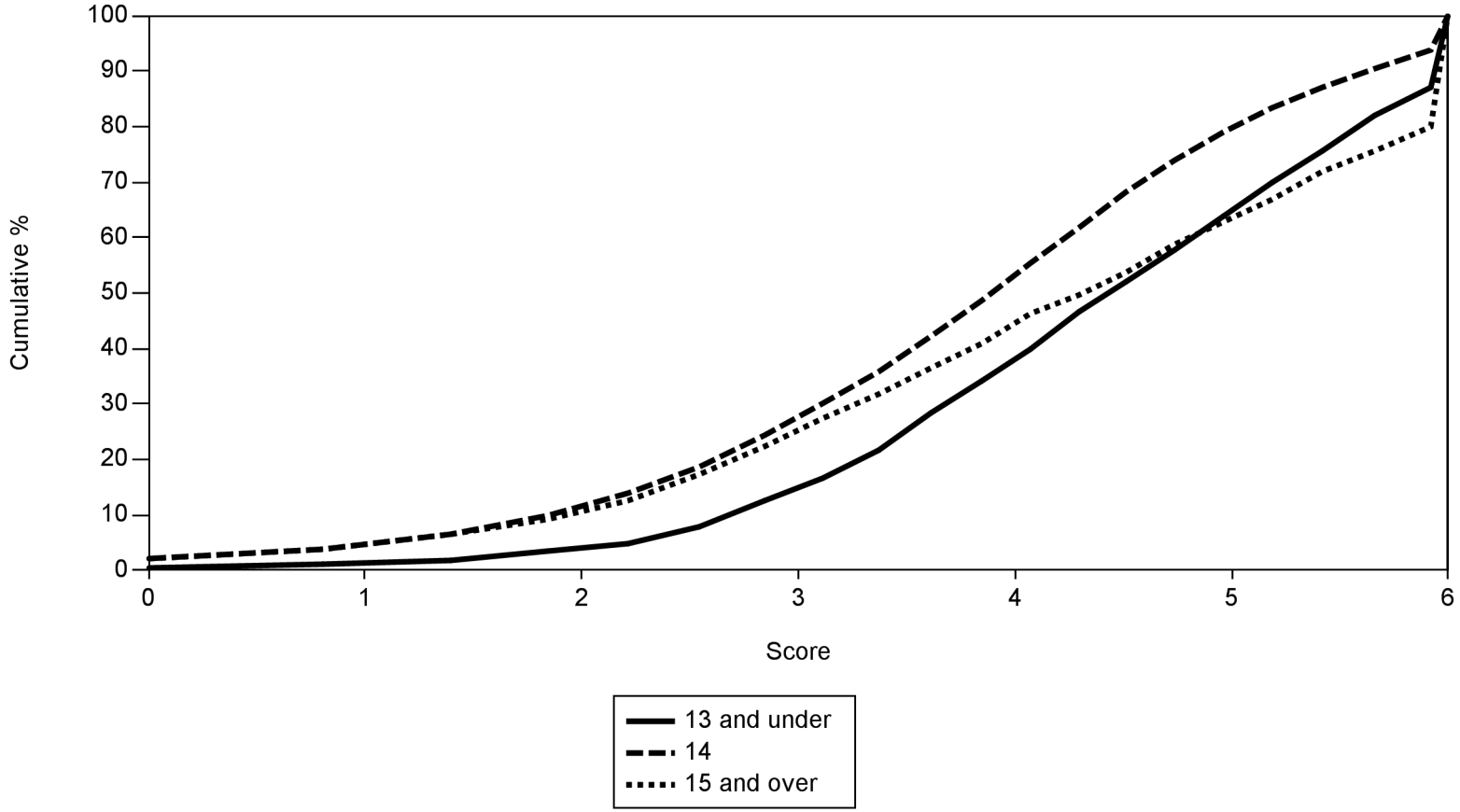
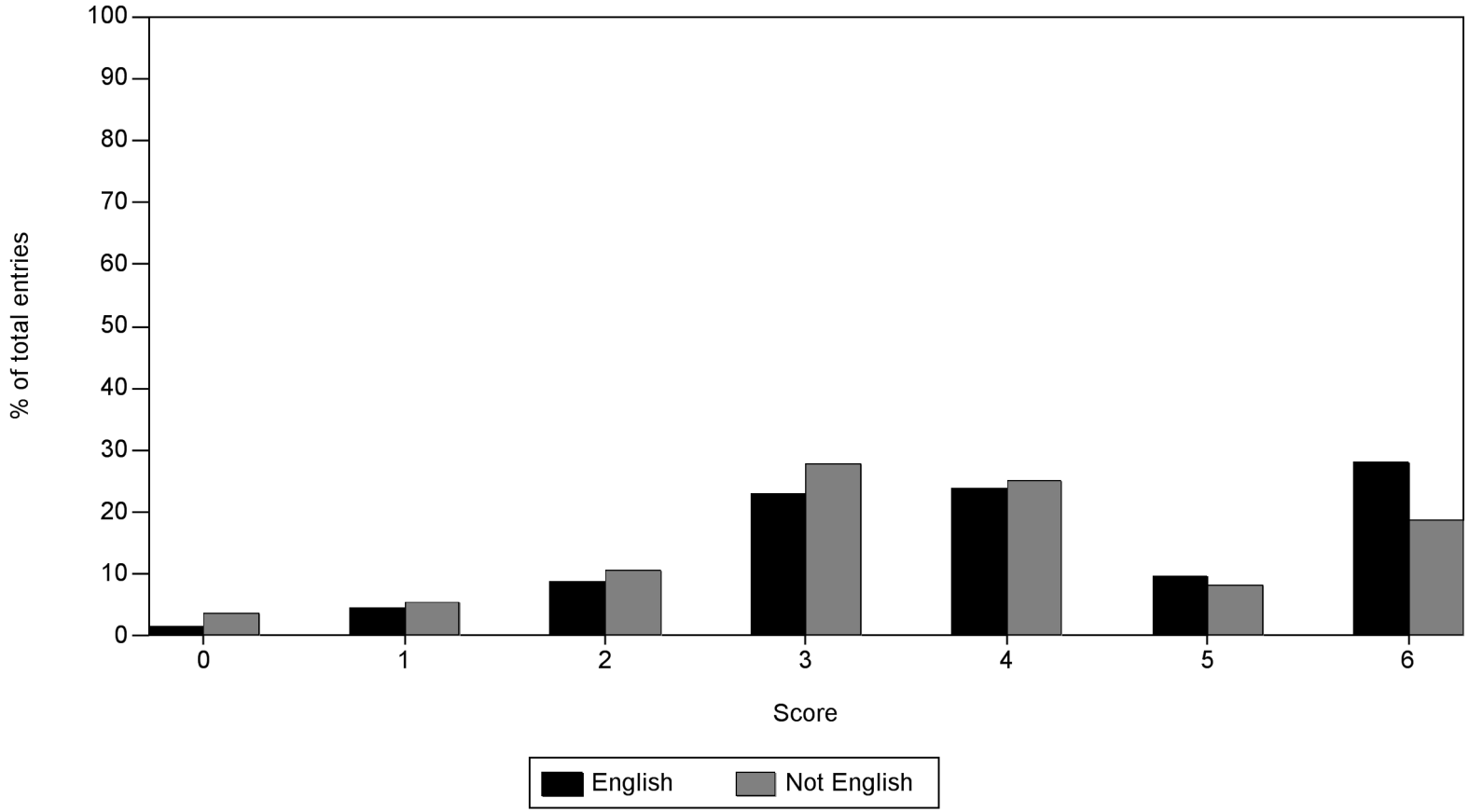
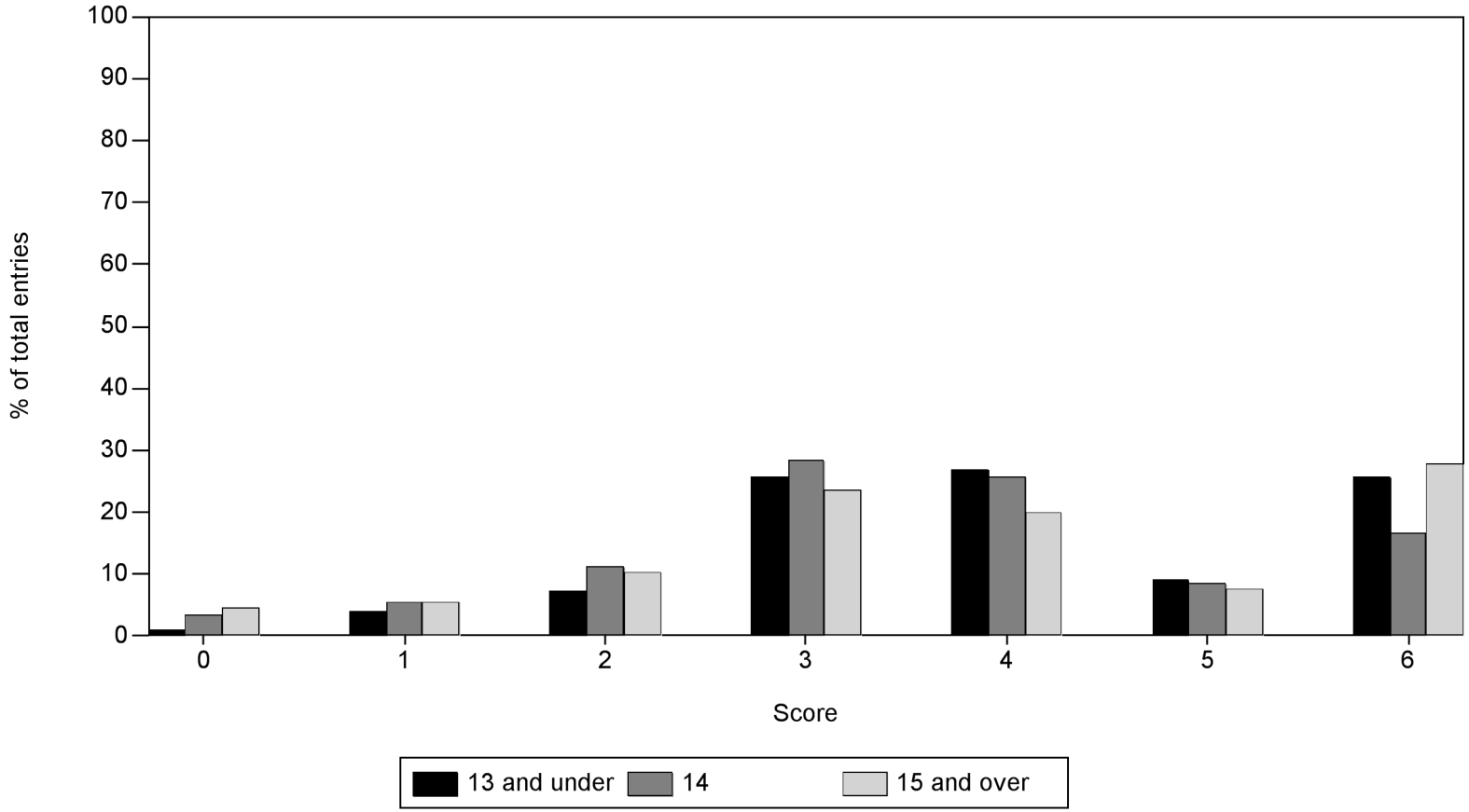


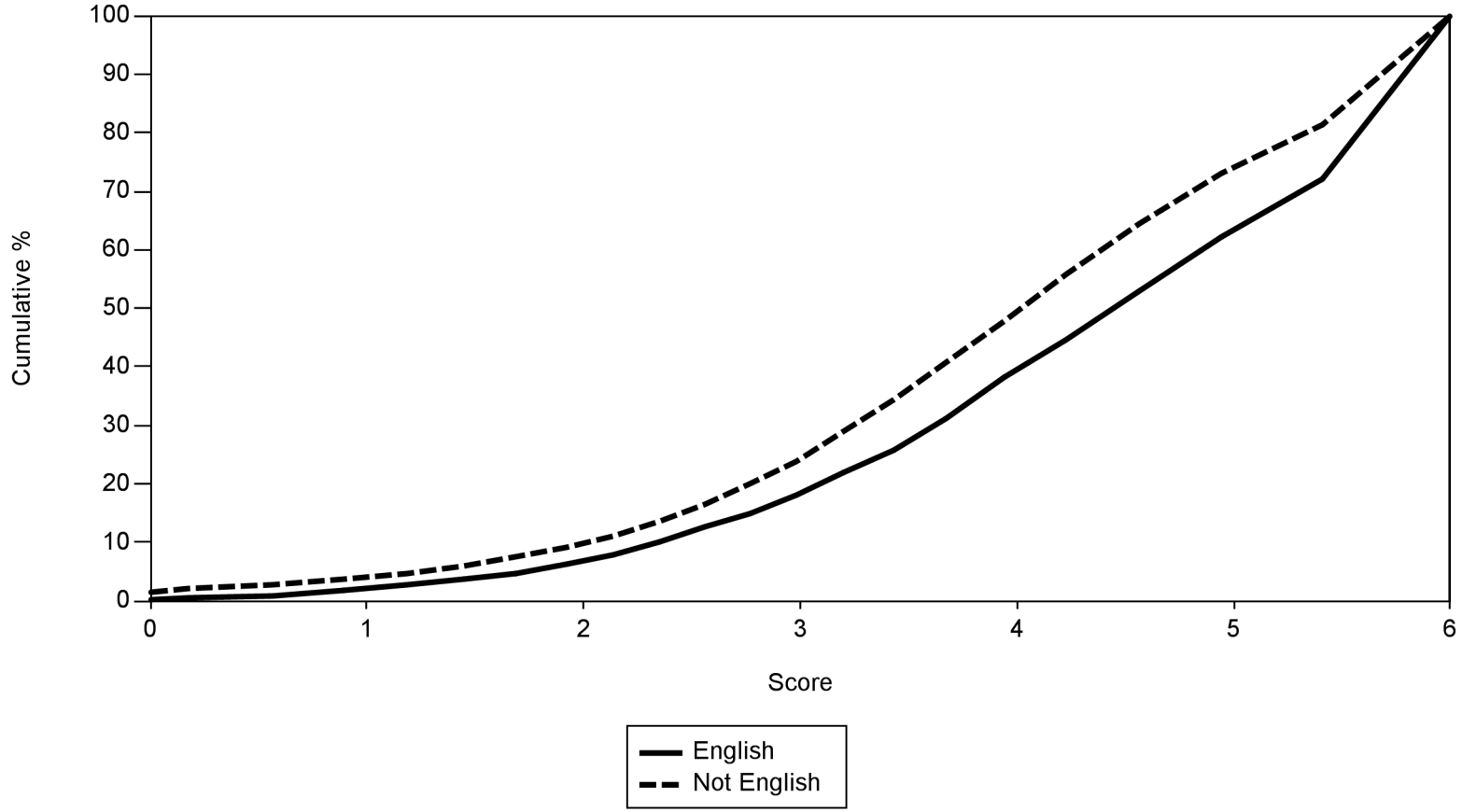
Distribution of Cambridge Secondary 1 Checkpoint Physics score classified by student's first language.



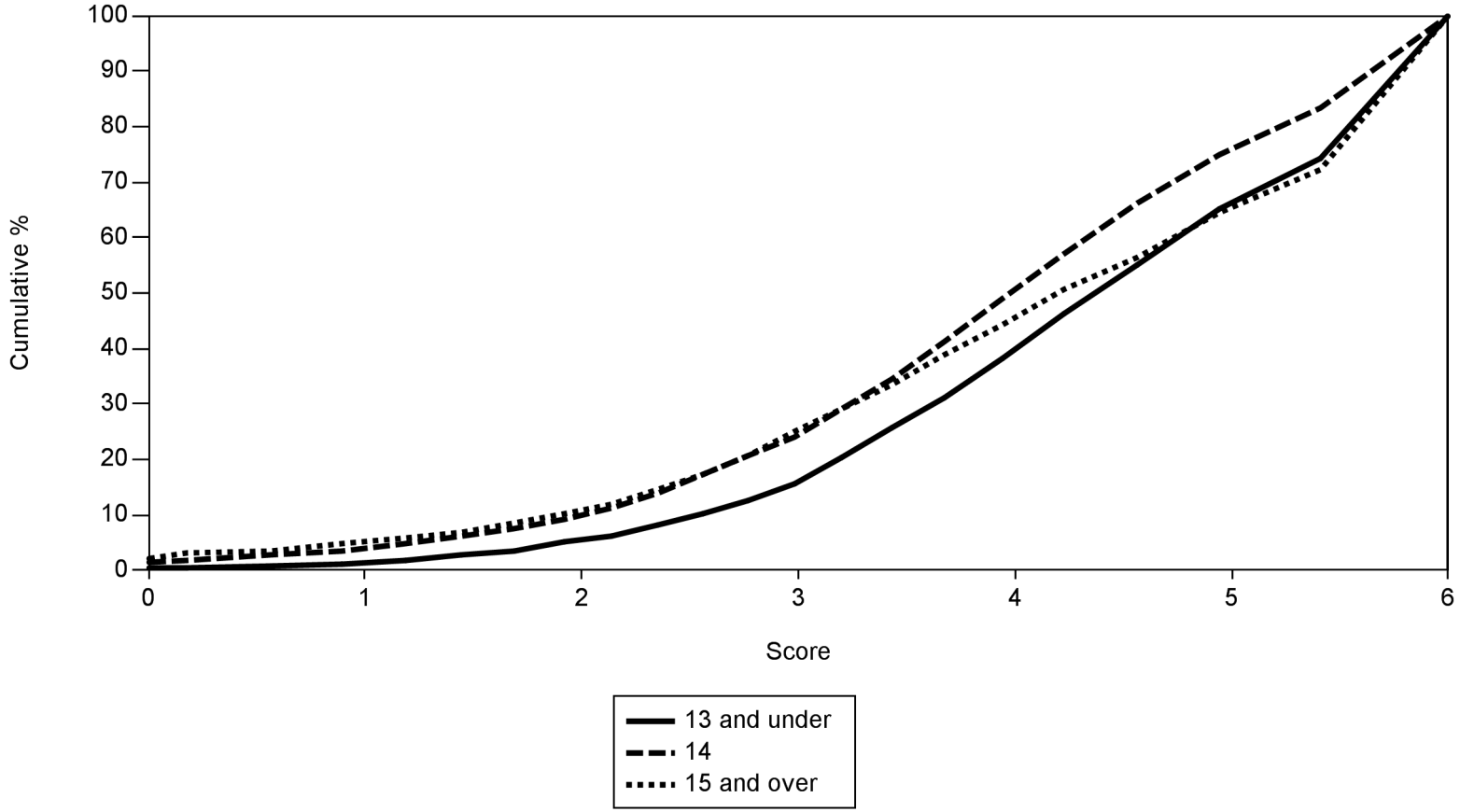
Distribution of Cambridge Secondary 1 Checkpoint Physics score classified by student's age.



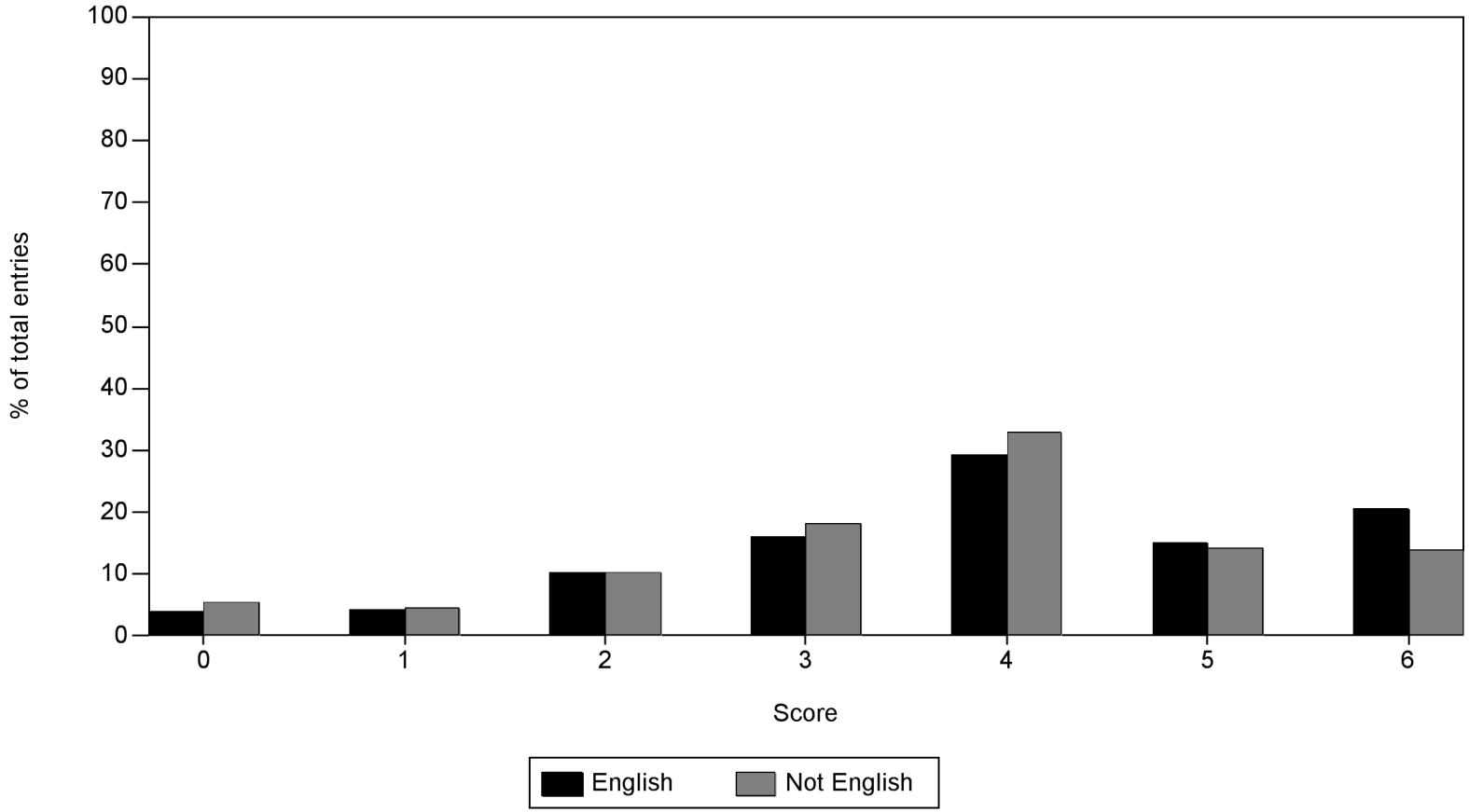
Distribution of Cambridge Secondary 1 Checkpoint Physics score by student's first language, showing the cumulative percentage of the number of students at each score.



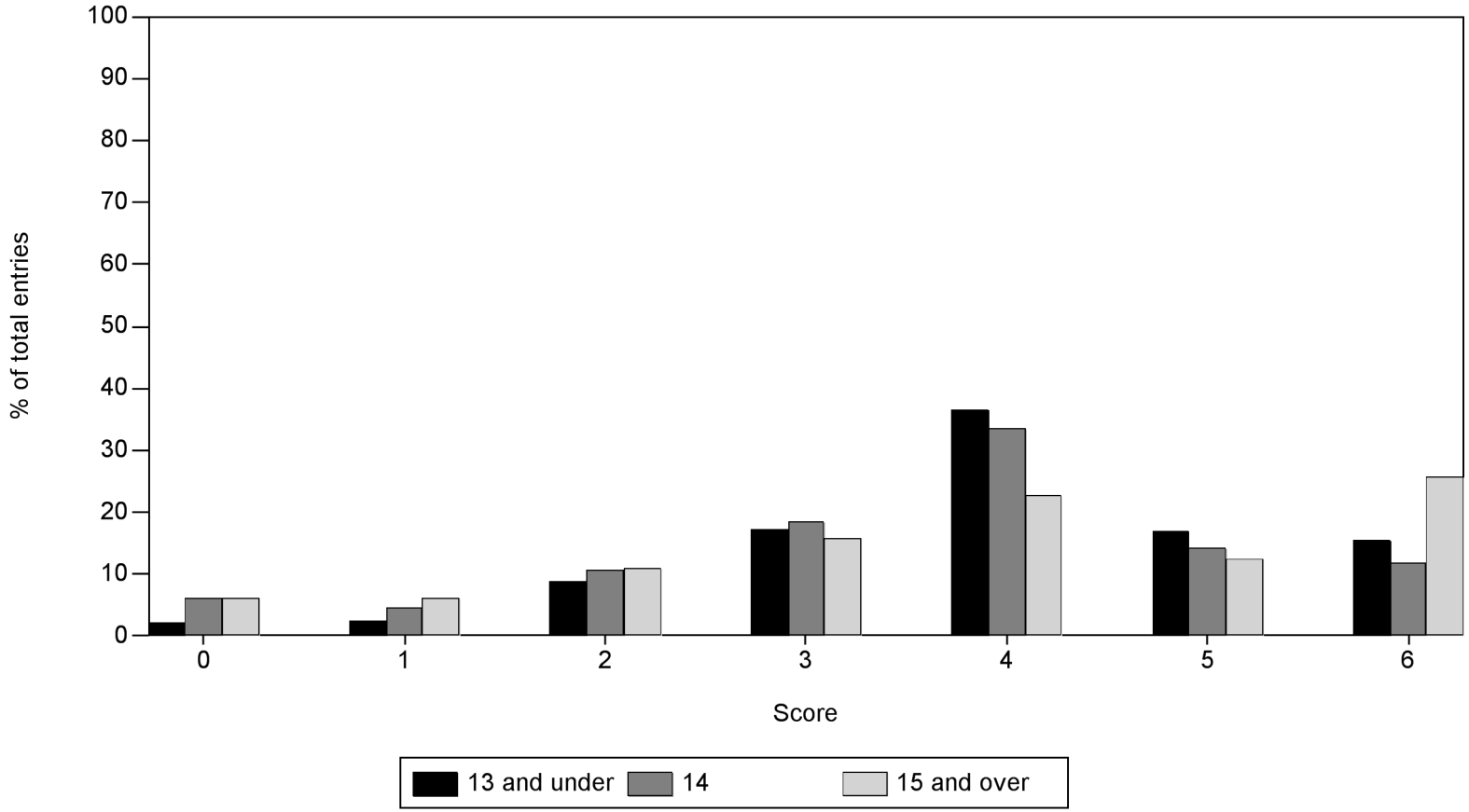
Distribution of Cambridge Secondary 1 Checkpoint Physics score by student's age, showing the cumulative percentage of the number of students at each score.



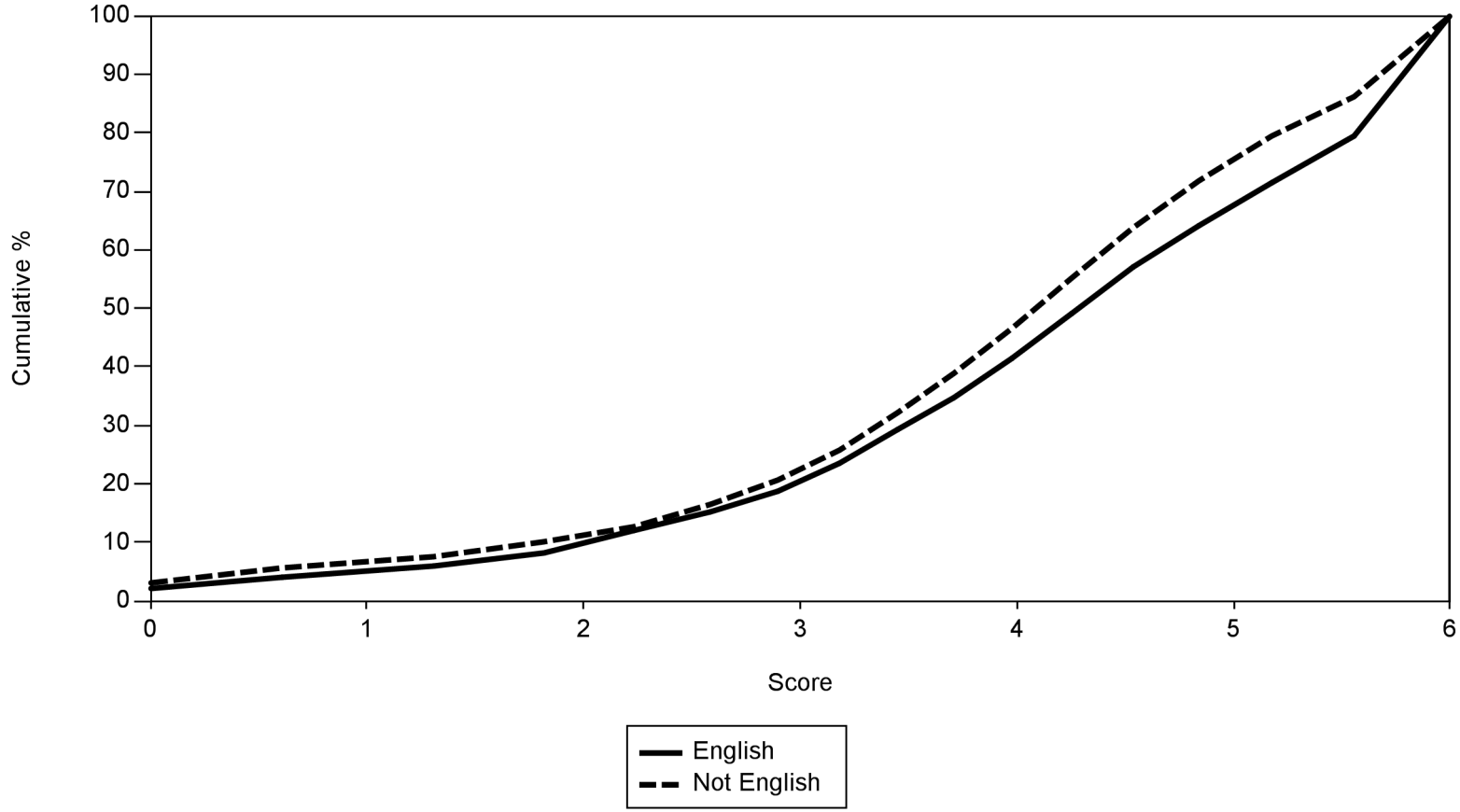
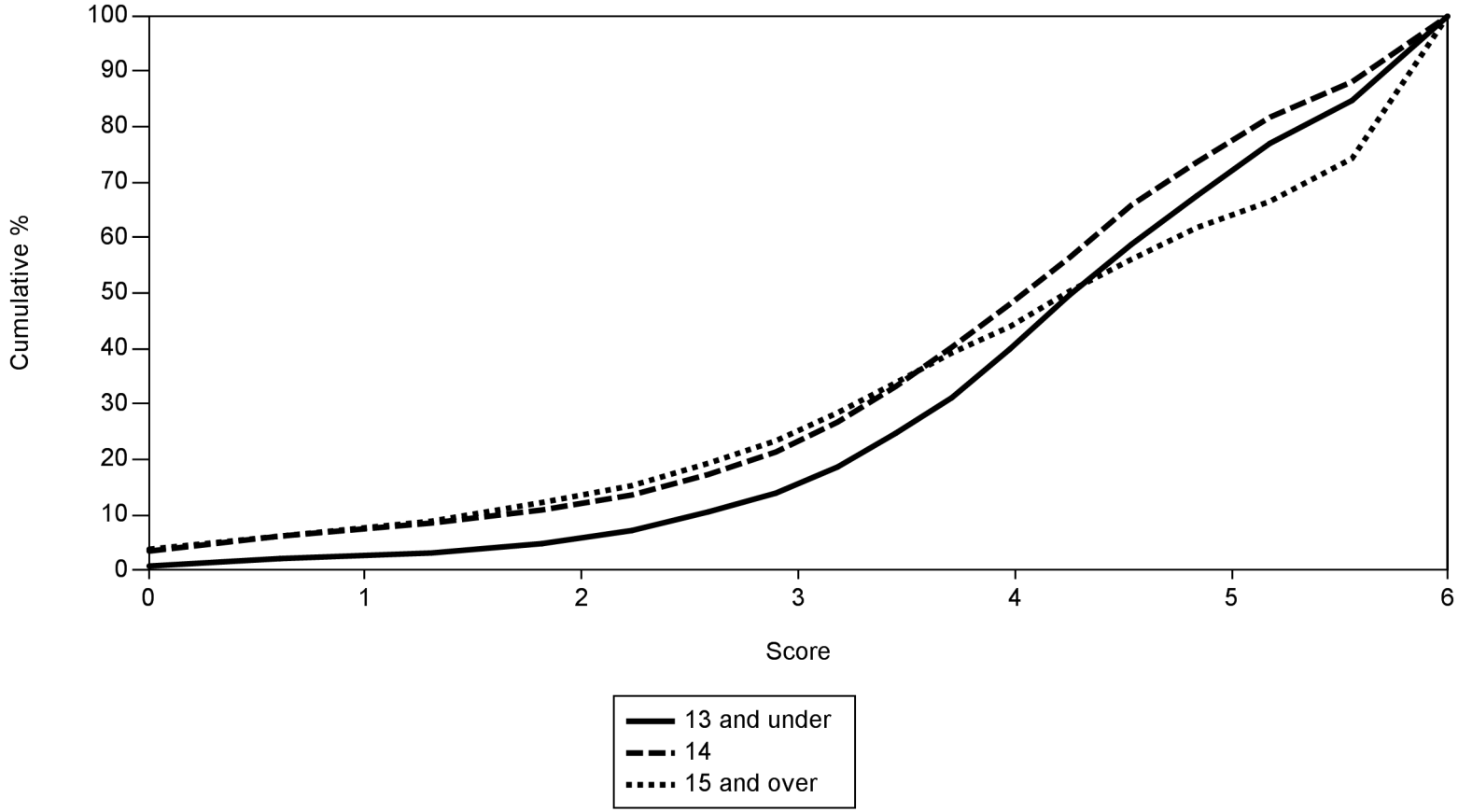
Distribution of Cambridge Secondary 1 Checkpoint Scientific enquiry score classified by student's first language.



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



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



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