UNIVERSITY of CAMBRIDGE
International Examinations

The Cambridge Program

For Board Examination System Schools

UNIVERSITY of CAMBRIDGE
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We are part of the University of Cambridge

- We are the world's largest provider of international education programmes and qualifications for 5-19 year olds.
- Our tests are underpinned by our substantial research program
- We are at the heart of a global learning community of 9000+ schools, in 160+ countries worldwide, including 40 national governments

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The Cambridge program for Board Examination System schools

Primary School	Middle School	Lower Divison	Upper Division
Cambridge Primary 5-11 yrs	**Cambridge Secondary 1** 11-14 yrs	**Cambridge Secondary 2** 14-16 yrs	**Cambridge Advanced** 16-19 yrs
Cambridge Primary Checkpoint tests (optional) English, Mathematics, Science, IT	**Cambridge Checkpoint tests (optional)** English, Mathematics, Science, IT	**Cambridge IGCSE exams, ICE Diploma** Languages, Mathematics, Sciences, Humanities, Technical	**Cambridge International A and AS Level exams,, AICE Diploma** Languages, Mathematics, Sciences, Humanities, Arts

→ **Spiralling continuum** →

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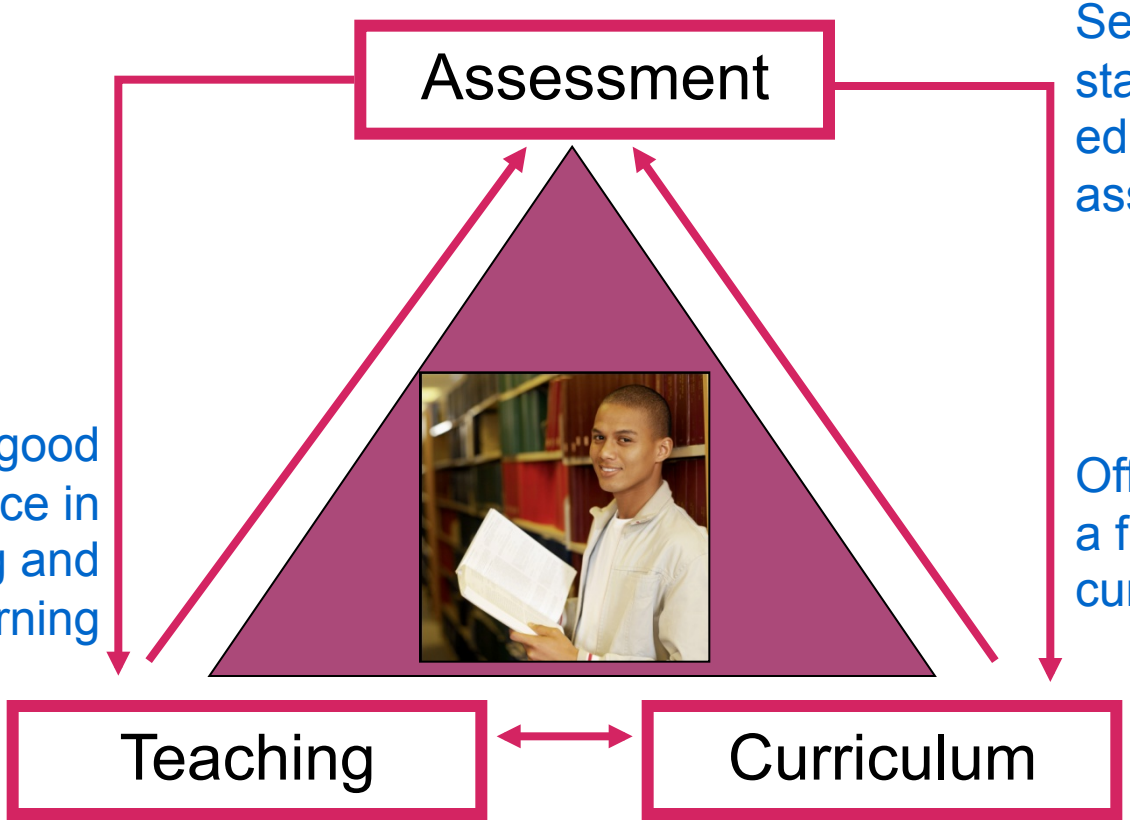
The learner is at the heart of what we do



Setting international standards in education and assessment

Promoting good practice in teaching and learning

Offering choice within a flexible, relevant curriculum framework

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The subject syllabus is where it begins...

- Aims
- Assessment Objectives
- Description of assessment components
- Curriculum content
  - Including detailed summary of what candidates should know, understand and be able to do
- Grade descriptions
- Resource list, including texts and much more

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Assessment Objectives for Cambridge IGCSE Biology

- Knowledge with understanding
  - (50%) – not more than 25% recall
- Handling information and problem-solving
  - (30%)
- Experimental skills and investigation
  - (20%)

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Examinations include

- Questions that
  - Require knowledge
  - Gradually remove scaffolding
  - Require the application of knowledge in unfamiliar contexts
  - Encourage connections to be made between topic areas or concepts

2 Fig. 2.1 shows a flower of a dicotyledon that is insect pollinated.

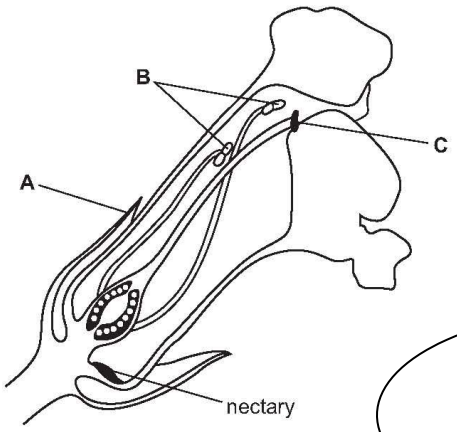

Fig. 2.1

(a) Name parts **A** and **B**, shown on Fig. 2.1.

A .....

B ..... [2]

(b) State the function of part **C**.

.....

..... [1]

(c) Explain how the flower shown in Fig. 2.1 is adapted for insect pollination. In your answer refer **only to features that are visible in Fig 2.1**.

.....

.....

.....

..... [3]

Recalling knowledge

Abstracting appropriate knowledge

(d) Complete Table 2.1 by placing a tick (✓) in the boxes to show which processes happen during the reproduction of flowering plants and which happen during the reproduction of humans.

Table 2.1

process	flowering plants	humans
fertilisation		
germination		
implantation		
pollination		
sexual intercourse		

[2]

(e) (i) While visiting a new region of forest a student found an unknown plant.

Hanging from it were some structures with bright red outer coverings.

These contained some soft fleshy tissue. In this tissue were many seeds with hard outer coats.

Suggest, with reasons, how these seeds might be dispersed.

method of dispersal .....

reasons .....

.....

..... [3]

(ii) Suggest which conditions in the forest would allow these seeds to germinate and grow into young plants.

.....

.....

.....

..... [3]

[Total: 14]

Applying knowledge in a novel context

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IGCSE Literature (English): Assessment Objectives

- Show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, Prose) 25%
- Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes 25%
- Recognize and appreciate ways in which writers use language, structure and form to create and shape meanings and effects (= application) 25%
- Communicate a sensitive and informed personal response to literary texts 25%

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Example Literature Question

In this story, Conrad has left his car near the 'red zone' – a no-parking area of the city in which he works. He comes back to find that some people are enjoying watching it being towed away.

Read the passage below carefully and then explore how the writing makes you feel sympathy for Conrad and how it is amusing at the same time.

You should include in your answer a response to:

- *Conrad's situation*
- *the characters and the words they use*
- *the way the incident is narrated.*

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Grade Description (Literature in English)

a Grade A candidate will have demonstrated the ability to:

- *sustain a perceptive and convincing response with well-chosen detail of narrative and situation*
- *demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays*
- *make much well-selected reference to the text*
- *respond sensitively and in detail to the way language works in the text*
- *communicate a considered and reflective personal response to the text*

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A* student

Conrad's situation is not a strange one; it is one most readers may not have experienced but would be familiar with. Wolfe's narration enables us to feel sympathy for many reasons. The first, and simplest, is that he appears to have been wronged: he remembered parking his car outside the red zone. In addition to this, the "giant" tow truck operator and the meter maid do not listen to what he says and virtually ignore him. In the end Conrad loses, only to be mocked by a crowd of bystanders. "Woooo-eeeee" (Paragraph 23) they call at him, when the meter maid rebuffs his appeals. Conrad is not merely helpless; he is turned into a public and humiliating joke. It is impossible not to feel sympathy for him in this situation.

C student

Although this story makes you feel sympathy for Conrad, it is at the same time amusing due to the fact that the lady and the giant man paid less attention to him and this made him look somehow stupid as it was like he was talking himself.

Another amusing thing about this story is the way Conrad negotiates for his car. He speaks on top of his voice and this makes passers-by think there is a fight which is about to erupt.

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Lower Division:

International General Certificate of Secondary Education (Cambridge IGCSE)

- Curriculum-based and aligned to Common Core Standards
- One year or two year study time
- Assessing knowledge, understanding, application and skills
- Criterion-referenced grades, Spring and Fall exam sessions
- Mostly external assessment, with a coursework project contributing to overall grade on nearly all subject exams
- Accreditation required for teachers grading coursework projects

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Sample Cambridge Lower Division Program of Study

FRESHMAN YEAR CAMBRIDGE *		SOPHOMORE YEAR CAMBRIDGE	
Semester 1	***Semester 2***	***Semester 1***	***Semester 2***
Mathematics (0580) *- includes Algebra and Geometry		Mathematics (0580) (continued) - includes Algebra and Geometry	
Science Coordinated (0654) – includes Bio, Chem., and Physics (will have 2 choices for scoring labs: an externally designed and scored lab or locally designed and scored) OR Bio (0610) (same lab scoring choices)		Science Coordinated (0654) (continued) OR Chemistry (0620) OR Physics (0625)	
½ English First Language (0500) or ½ English as a Second Language (0510, 0511) AND ½ English Literature (0486)		½ English First Language (0500) or ½ English as a Second Language (0510, 0511) AND ½ English Literature (0486)	
("World") History (0470)		US History (IGCSE level To be developed for rollout in 2012)	
Art and Design (with multiple concentrations) (0400) OR Drama (0411) OR Music (0410) Note: These are all one-year courses and could be taken in freshman or sophomore year		*Local* Elective or requirement; OR IGCSE foreign language, Economics (0455) or Other elective Note: IGCSE electives will not be initially be available in Americanized English	
Local Elective or requirement; OR IGCSE foreign language or Economics (0455 available 2012) or Global Perspectives (0457) or Computer Studies (0420) or other elective Note: IGCSE electives will not initially be available in Americanized English		*Local* Elective or requirement; OR IGCSE foreign language (continued), Economics (0455 available 2012) or Global Perspectives (0457) or Computer Studies (0420) or other elective Note: IGCSE electives will not initially be available in Americanized English	

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Lower Division - designed for a wide range of abilities

Core

for all students performing on grade level

Extended

for better prepared students and/or subsequent stage for less-prepared students

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Excellent foundation

Secondary 1 can be used to:
•diagnose readiness for Cambridge IGCSE
•accelerate less well-prepared students for the Lower Division

Cambridge IGCSE prepares students for:

•Upper Division

•Open enrollment colleges

•Career / Tech studies

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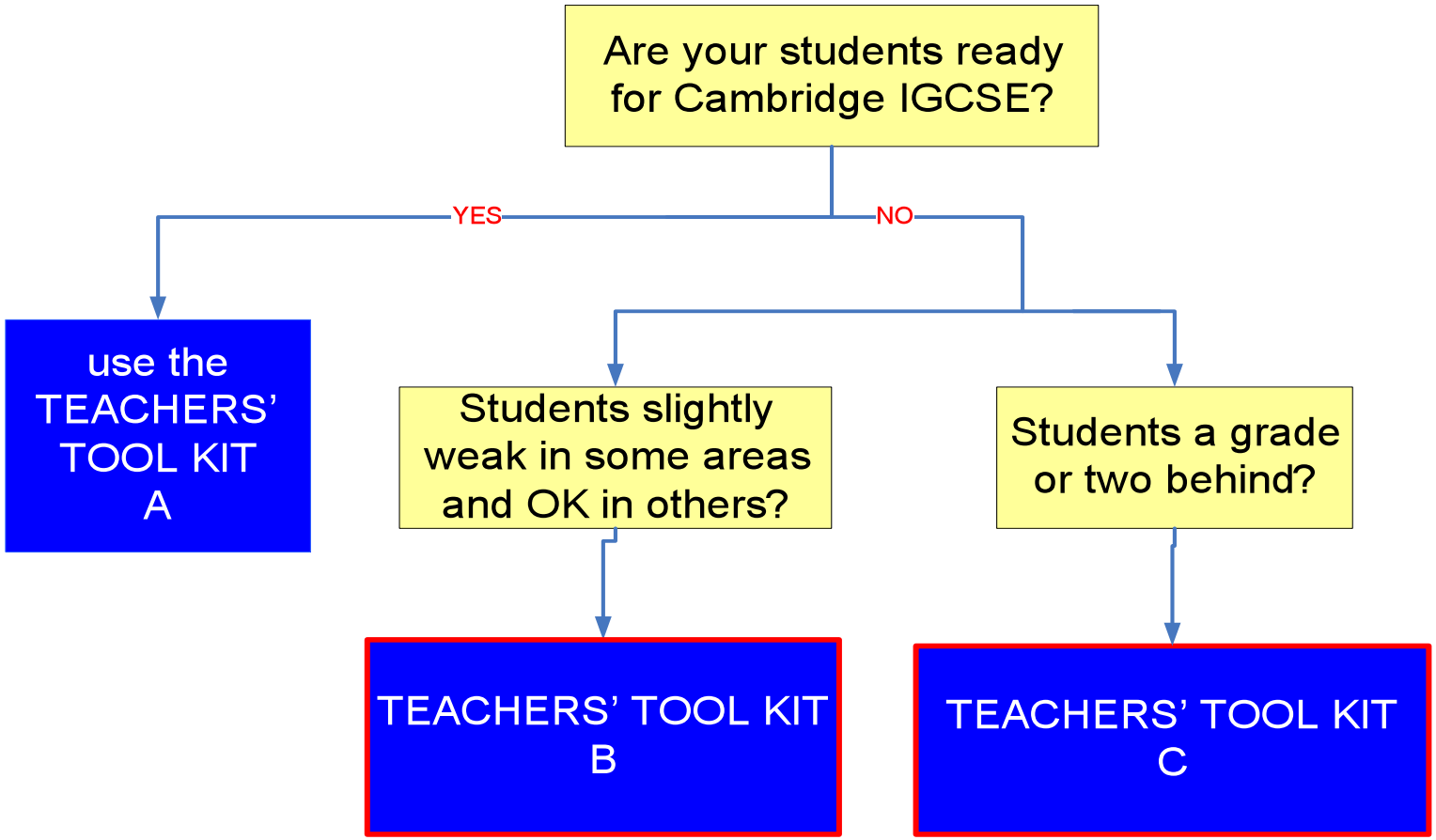
Support for teachers in using resources – Cambridge Teachers' Tool Kits



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Sample Cambridge Upper Division Plan of Study

JUNIOR YEAR CAMBRIDGE		SENIOR YEAR CAMBRIDGE	
Semester 1	***Semester 2***	***Semester 1***	***Semester 2***
Mathematics (9709) AS Level includes Trig and Pre Calculus, Calculus (with options to study Mechanics and/or Probability and Statistics)		**Mathematics (9709) A Level includes more Calculus plus a choice of Mechanics, Probability and Statistics, or both**	
Biology (9700) AS Level OR Chemistry (9701) AS Level OR Physics (9702) AS Level (depending on course taken lower division)		**Biology (9700) A Level OR Chemistry (9701) A Level OR Physics (9702) A Level (depending on course taken junior year)**	
History (9697) AS Level (choice of topics include US, Modern European and International) OR Geography (9696) AS Level		**History (9697) AS or A Level (choice of topics include US, Modern European and International) OR Geography (9696) AS or A Level**	
English Language (8693) AS Level		**Literature in English (9695) AS or A Level**	
***Local* Elective or requirement; OR Literature in English(9695) AS Level OR Spanish Literature (8673) AS Level OR French Literature (8670) AS Level OR Economics (9708) AS Level OR Global Perspectives AS Level OR Cambridge International Diploma in Business**		***Local* Elective or requirement; OR Spanish (9719) A Level (includes both Language and Literature) OR French (9716) A Level (includes both Language and Literature) OR Economics (9708) AS or A Level OR Global Perspectives AS Level OR Cambridge International Diploma in Business**	
***Local* Elective or requirement; OR Art and Design (with multiple concentrations) (9704) AS Level OR Music (9703) AS Level OR French Foreign Language (8682) AS Level OR Spanish Foreign Language (8685) AS Level**		***Local* Elective or requirement; OR Art and Design (with multiple concentrations) (9704) AS or A Level OR Music (9703) AS or A Level OR Spanish (9719) A Level (includes both Language and Literature) OR French (9716) A Level (includes both Language and Literature)**	

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Cambridge AICE
Advanced International Certificate of Education

- an advanced academic pre-university qualification for students who are studying Cambridge International A and AS Levels
- students tailor their studies to individual interests, abilities and future plans
- combines breadth of study with choice and flexibility
- students choose subjects from three curriculum areas:
  - **Mathematics and Science**
  - **Languages**
  - **Arts and Humanities**

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Support for teachers and students

- Results and analysis
- Syllabi
- Past exam papers, rubrics
- Examiners' reports
- Schemes of work (Unit lesson plans)
- Examples of performance at different grades
- Textbooks, workbooks
- Training and professional development

Available online

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Teacher training: workshops & online courses

Cambridge Orientation Workshop

Online training courses self-paced and tutor-led

Teacher training led by experienced professionals

- Focus on the syllabus
- Examples of standards & marking students' exams
- Discussion of classroom strategies

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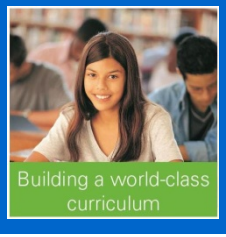

Cambridge program: support dimensions

Primary School	Middle School	BES Lower Division	BES Upper Division
Cambridge Primary 5–11 years	**Cambridge Secondary 1** 11–14 years	**Cambridge Secondary 2** 14–16 years	**Cambridge Advanced** 16–19 years
Cambridge Primary Cambridge Primary Checkpoint	Cambridge Secondary 1 Cambridge Checkpoint	Cambridge IGCSE	Cambridge International A and AS Level Cambridge Pre-U

Curriculum

Classroom

Assessment

Community

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For additional information please visit

Cambridge Board Examination System website:

www.cie.org.uk/cambridgebes

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Thank you – any questions?

More information on selected topics

- Teacher Support Site
- Active Results
- Assessment Objectives example Biology
- ‘Scaffolding’ for open ended question
- Assessment Objectives example English Literature
- Example question and student work English Literature
- Staged assessment
- Checkpoint

Teacher support site

TeacherSupport

The curriculum resource site for teachers of CIE qualifications

Search: Enter search term... Search | Go to other CIE sites: Select... Go

CIE Admin, Non-Centre based user (XX999) Edit user profile >> [Logout]

Home | Qualifications | News | Events & Training | Community | Contact Us

Academic Qualifications | Vocational Qualifications | Professional Development

Add to Shortcuts

Biology
is not currently in your syllabus shortcuts.

Add to shortcuts

Syllabus Shortcuts

Academic

International A and AS Level:

Arabic - Language (AS Level only) (8680)

Find out more about Syllabus Shortcuts >>

CIE Qualifications

Academic Qualifications

Upper Secondary 16-18yrs	International A and AS Level Cambridge Pre-U AICE Diploma
Middle Secondary 14-16yrs	**Cambridge IGCSE** Cambridge O Level ICE
Lower Secondary 11-14yrs	Lower Secondary Programme Cambridge Checkpoint
Primary 5-11yrs	The Primary Programme ICT Starters

IGCSE : Biology (0610)

Syllabus Materials | Teaching Materials | Resource List

Syllabus

The syllabus year refers to the year in which the examination will be taken.

- **2009 Syllabus (247Kb)**
- **2010 Syllabus (287Kb)**
- **2011 Syllabus (713Kb)**

Past Exam Resources

2009 | 2008 | 2007 | 2006 | 2005 | 2004 | 2003 | 2002

June 2009

- June 2009 Examiner Report (726Kb)
- June 2009 Grade Thresholds (19Kb)

- **June 2009 Question Paper 1 (382Kb)**
  - June 2009 Paper 1 Mark Scheme (40Kb)
- **June 2009 Question Paper 2 (684Kb)**
  - June 2009 Paper 2 Mark Scheme (71Kb)
- **June 2009 Question Paper 3 (2618Kb)**
  - June 2009 Paper 3 Mark Scheme (219Kb)
- **June 2009 Question Paper 5 (155Kb)**
  - June 2009 Paper 5 Instructions (121Kb)
  - June 2009 Paper 5 Mark Scheme (73Kb)

Community Resources

There is 1 Community Resource relevant to this subject that other users have submitted.

Recent resources:

Cell transport

Top rated resources:

Cell transport

See all resources »

Do you have a resource for this subject that you would like to share with other teachers?

Add a Community Resource »

Add a Textbook

Your account permissions allow you to create new Online Textbooks.

Add a new Online Textbook >>

Upcoming Events

26 January 2010
London, UK
IGCSE Art and Design Getting Started Event

27 January 2010
London, UK
IGCSE Literature in English Getting Ahead Event for UK Teachers

08 February 2010
London, UK
IGCSE Geography Getting Started Event, February 8

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Primary 5-11yrs	The Primary Programme ICT Starters

Vocational Qualifications

Professional Development

IGCSE : Biology (0610)

Syllabus Materials | **Teaching Materials** | Resource List

Discussion Groups

Ask the Examiner Seminar - October 2009
Discussion Forum for Teachers of Biology

Schemes of Work

Unit 01: Cells and Cell Processes (53Kb)
Unit 1: Questions (196Kb)

Unit 02: Animal Nutrition (54Kb)
Unit 2: Questions (217Kb)

Unit 03: Plant Nutrition and Transport (57Kb)
Unit 3: Questions (425Kb)

Unit 04: Respiration and the human transport system (49Kb)
Unit 4: Questions (194Kb)

Unit 05: Coordination, Response and Homeostasis (64Kb)
Unit 5: Questions (162Kb)

Unit 06: Reproduction in plants (43Kb)
Unit 6: Questions (150Kb)

Unit 07: Human reproduction (32Kb)
Unit 7: Questions (182Kb)

Unit 08: Inheritance and evolution (62Kb)
Unit 8: Questions (591Kb)

Unit 09: Organisms and environment (47Kb)
Unit 9: Questions (445Kb)

Unit 10: Human influences on the environment (41Kb)
Unit 10: Questions (224Kb)

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All Events >>

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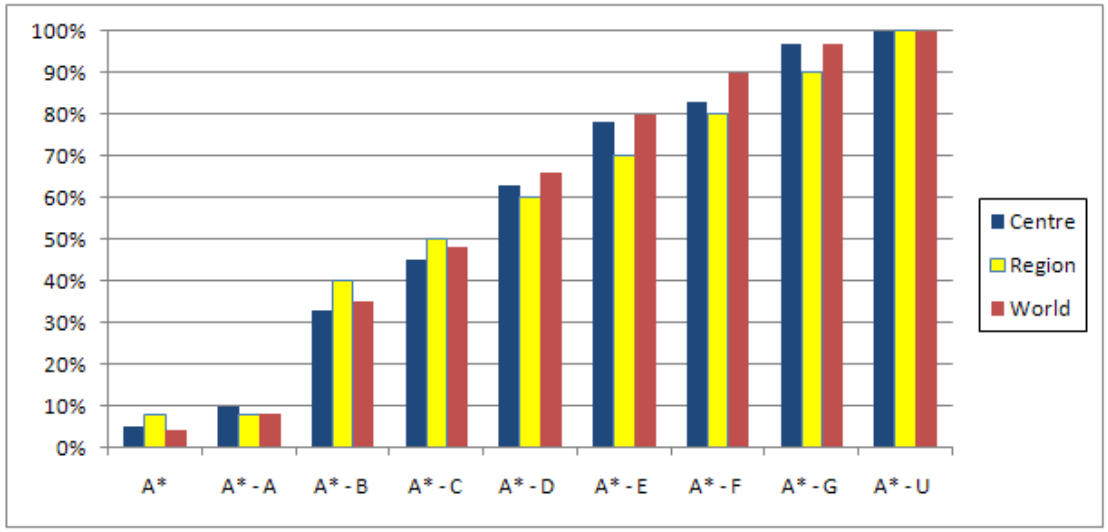
Analysis of candidate results by grade

Cumulative results and a comparison of your school's performance with your region and the world

Syllabus: Biology 0610

Grades	Number of Candidates	Centre proportion	Region proportion	World proportion
A*	10	5%	8%	4%
A* - A	20	10%	8%	8%
A* - B	66	33%	40%	35%
A* - C	90	45%	50%	48%
A* - D	126	63%	60%	66%
A* - E	156	78%	70%	80%
A* - F	166	83%	80%	90%
A* - G	194	97%	90%	97%
A* - U	200	100%	100%	100%



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Component analysis

Overall component details for your school and a comparison with your region and the world

Code	Component	Session	Tier	Candidates	Centre average score	Region average score	World average score
B621/02	Science B: Unit 1 (B1, C1, P1)	Jun-08	Extended	39	83/100	71/100	71/100
B622/02	Science B: Unit 2 (B2, C2, P2)	Jun-08	Extended	39	83/100	73/100	73/100
B623/01	Additional Science B: Unit 1 (B3, C3, P3)	Jun-08	Core	1	65/69	53/69	53/69
B623/02	Additional Science B: Unit 1 (B3, C3, P3)	Jun-08	Extended	38	77/100	70/100	70/100
B624/01	Additional Science B: Unit 2 (B4, C4, P4)	Jun-08	Core	1	65/69	55/69	55/69
B624/02	Additional Science B: Unit 2 (B4, C4, P4)	Jun-08	Extended	38	78/100	74/100	74/100
B631/02	Biology B: Unit 1 (B1, B2, B3)	Jun-08	Extended	90	93/100	77/100	77/100
B632/02	Biology B: Unit 2 (B4, B5, B6)	Jun-08	Extended	90	91/100	77/100	77/100
B641/02	Chemistry B: Unit 1 (C1, C2, C3)	Jun-08	Extended	90	93/100	78/100	78/100
B642/02	Chemistry B: Unit 2 (C4, C5, C6)	Jun-08	Extended	90	91/100	79/100	79/100
B651/02	Physics B: Unit 1 (P1, P2, P3)	Jun-08	Extended	90	50/100	78/100	78/100
B652/02	Physics B: Unit 2 (P4, P5, P6)	Jun-08	Extended	90	92/100	78/100	78/100

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Question level analysis

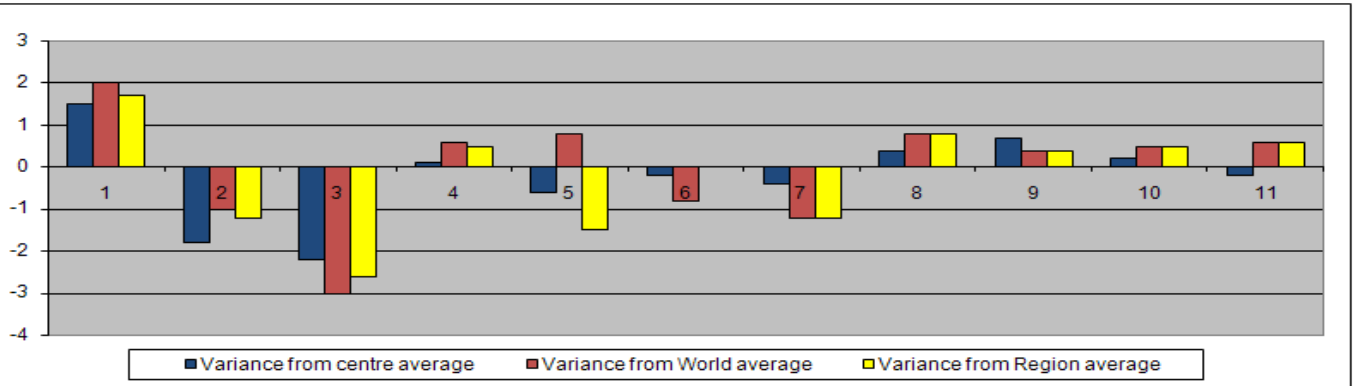
A comparison of your school's performance with your region and the world

Component B621 /01 Science B: Unit 1 (B1, P1, C1)

View item marks
View question paper

Candidate: Iris Bonds Candidate number:1234 Candidate Result

Question	Candidate Mark	Average Mark (Centre)	Average Mark (World)	Average Mark (Region)	Marks Available
1	4	2.5	2.0	2.3	4
2	2	3.8	3.0	3.2	5
3	1	3.2	4.0	3.6	5
4	3	2.9	2.4	2.5	4
5	5	5.6	4.2	6.5	7
6	1	1.2	1.8	1	3
7	2	2.4	3.2	3.2	4
8	2	1.6	1.2	1.2	2
9	1	0.3	0.6	0.6	1
10	2	1.8	1.5	1.5	3
11	3	3.2	2.4	2.4	4



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Staged or linear assessment at AS & A Level

Two-stage structure

Year 1		Year 2		
AS exam	+	A2 exam	=	A Level

One-stage structure

Year 1		Year 2		
study, no exam	+	A Level exam	=	A Level

Most students take three or four subjects at A level

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Cambridge Checkpoint

Diagnostic tools for assessing where students are in their learning

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What is Cambridge Checkpoint?

- Cambridge Checkpoint is a diagnostic test for students about to enter the Lower Division.
- The test provides feedback on a student's strengths and weaknesses in key curriculum areas.
- Checkpoint tests are available in:
  - **English**
  - **Mathematics**
  - **Science**
  - **English Second Language**

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What is Cambridge Secondary 1?

- Cambridge Secondary 1 provides a suggested scope and sequence for each year of study for 11 – 14 year olds.

- There is a progression test for each subject at the end of each year

- Progression tests are available in:
  - English
  - Mathematics
  - Science
  - English Second Language

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Cambridge Secondary 1 Teacher Support

Schemes of Work available

Includes suggested teaching activities

Checkpoint Textbooks

Published by Hodder Murray Co

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Who is Cambridge Checkpoint for?

- Specially designed for students of about 14 years of age who are about to start courses leading to Cambridge IGCSE in English, Mathematics or Science

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What are the benefits?

- Cambridge Checkpoint is not a high stakes exam – it is a useful progress check
- It identifies students' strengths and weaknesses in a subject, individually, as a class, and for the school as a whole
- Students, and their parents, can see where they are doing well and where they should concentrate their effort

What are the benefits?

- Research has shown that Cambridge Checkpoint scores are good predictors of performance in Cambridge IGCSE Level examinations

Checkpoint Score Range	Probable IGCSE or O Level Grade
0 and 1	F
1 and 2	E
2 and 3	D
3 and 4	C
4 and 5	B
5 and 6	A/B

- Of course, students can do better than their predicted grade if they work hard, or achieve less if they do not put in the effort

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What are Cambridge Checkpoint tests like?

- Two papers in each subject
- Each paper is about an hour long
- Questions are designed to be suitable for students of all cultural and language backgrounds
- Completed papers are sent to Cambridge to be marked by trained and skilled examiners
- Students are provided with a report and a Statement of Achievement
- Schools are provided with a report on the whole school and on individual teaching groups

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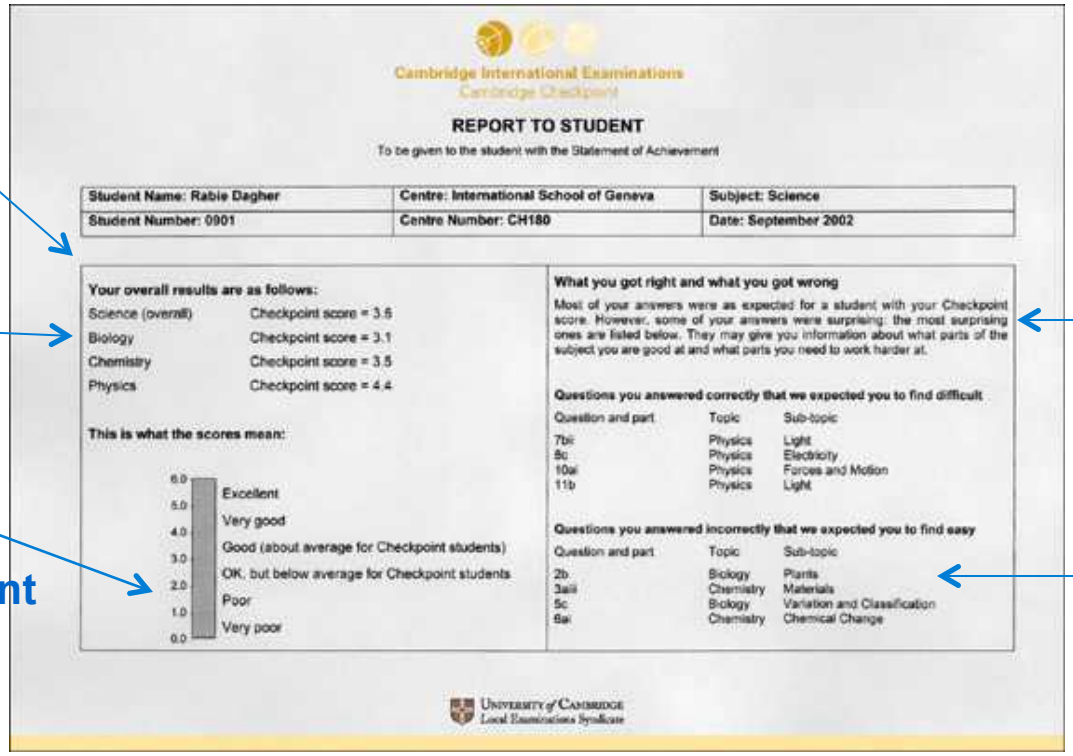
The Student Report

Overall result for the subject

Results in each major topic

Brief explanation of what each Cambridge Checkpoint score means



Cambridge International Examinations
Cambridge Checkpoint

REPORT TO STUDENT

To be given to the student with the Statement of Achievement

Student Name: Rabie Dagher	**Centre: International School of Geneva**	**Subject: Science**
Student Number: 0901	**Centre Number: CH180**	**Date: September 2002**

Your overall results are as follows:

Science (overall)	Checkpoint score = 3.6
Biology	Checkpoint score = 3.1
Chemistry	Checkpoint score = 3.5
Physics	Checkpoint score = 4.4

This is what the scores mean:

6.0	Excellent
5.0	Very good
4.0	Good (about average for Checkpoint students)
3.0	OK, but below average for Checkpoint students
2.0	Poor
1.0	Very poor
0.0	

What you got right and what you got wrong

Most of your answers were as expected for a student with your Checkpoint score. However, some of your answers were surprising: the most surprising ones are listed below. They may give you information about what parts of the subject you are good at and what parts you need to work harder at.

Questions you answered correctly that we expected you to find difficult

Question and part	Topic	Sub-topic
7bii	Physics	Light
8c	Physics	Electricity
10ai	Physics	Forces and Motion
11b	Physics	Light

Questions you answered incorrectly that we expected you to find easy

Question and part	Topic	Sub-topic
2b	Biology	Plants
3aiii	Chemistry	Materials
5c	Biology	Variation and Classification
6ai	Chemistry	Chemical Change

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The student's strengths

The student's weaknesses

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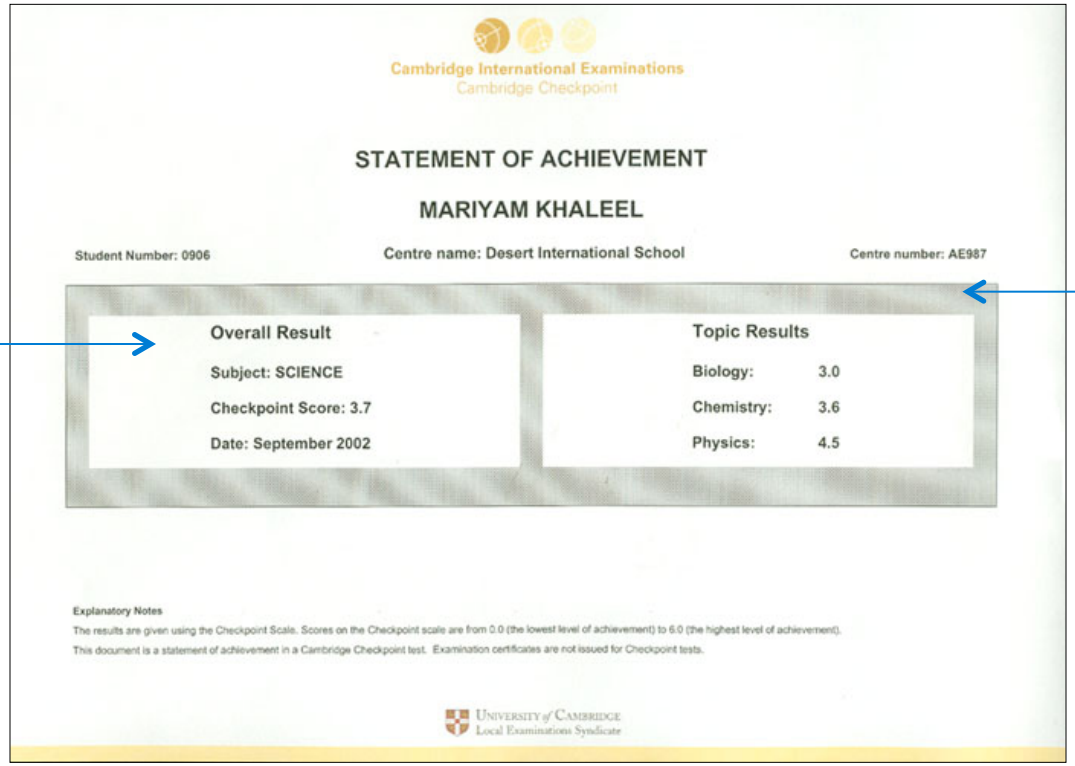
Statement of Achievement

Level of achievement reached by student across the whole test, expressed as score on Cambridge Checkpoint scale



Cambridge International Examinations
Cambridge Checkpoint

STATEMENT OF ACHIEVEMENT

MARIYAM KHALEEL

Student Number: 0906 | Centre name: Desert International School | Centre number: AE987

Overall Result		Topic Results	
Subject: SCIENCE		Biology:	3.0
Checkpoint Score: 3.7		Chemistry:	3.6
Date: September 2002		Physics:	4.5

Explanatory Notes

The results are given using the Checkpoint Scale. Scores on the Checkpoint scale are from 0.0 (the lowest level of achievement) to 6.0 (the highest level of achievement).

This document is a statement of achievement in a Cambridge Checkpoint test. Examination certificates are not issued for Checkpoint tests.

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Level of achievement reached in each of three main topics, expressed as score on Cambridge Checkpoint scale

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The Centre Report

Cambridge Checkpoint score for subject as a whole

Cambridge Checkpoint score for each main topic area

Cambridge Checkpoint scale explained

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Cambridge Checkpoint

CENTRE REPORT

Number of Teaching Groups: 3	Centre: Desert International School	Subject: Science
Number of Students: 40	Centre Number: AE987	Date: September 2002

Average Checkpoint scores are as follows:

Science (overall)	Average Checkpoint score = 3.4
Biology	Average Checkpoint score = 3.1
Chemistry	Average Checkpoint score = 3.4
Physics	Average Checkpoint score = 3.8

Explanation of the Checkpoint Scale:

- Scores on the Checkpoint scale are from 0.0 (the lowest level of ability) to 6.0 (the highest level of ability).
- The standard of performance represented by a number on the Checkpoint scale is the same in every session.
- An "average" Checkpoint student should achieve a score between 3.0 and 4.0.
- The proportion of students achieving scores between 2.0 and 5.0 is usually about 75%.
- The scale is the same for the subject as a whole and for each topic.

Note:

Any student who missed a paper or who obtained a score of zero on either paper has been omitted from the analysis on this page.

Performance in each sub-topic

For this part of the report, we have used the overall ability of each student and the difficulty of each question to predict how well each student should perform on each question. We have then compared their predicted performance with their actual performance. If there is a sub-topic where your group of students has performed better than expected, this may indicate that the teaching has been particularly effective in that sub-topic. If there is a sub-topic where your group of students has performed worse than expected, this ***may*** indicate that the coverage of the sub-topic was incomplete or that learning in this area has been less thorough than in other areas.

Biology		
Bc	Cells and Organisms	Performance was as expected
Bh	Humans as Organisms	Performance was better than expected
Bp	Plants	Performance was as expected
Bv	Variation and Classification	Performance was as expected
Be	Ecosystems	Performance was as expected
Chemistry		
Cm	Materials	Performance was worse than expected
Cs	States of Matter and Physical Change	Performance was as expected
Cc	Chemical Change	Performance was as expected
Cp	Periodic Table	Performance was as expected
Physics		
Pp	Measurement and Properties of Matter	Performance was as expected
Pf	Forces and Motion	Performance was better than expected
Pe	Energy	Performance was as expected
Pl	Light	Performance was as expected
Ps	Sound	Performance was as expected
Pm	Magnetism	Performance was as expected
Pc	Electricity	Performance was as expected

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Performance of all students in each sub-topic

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Feedback on a teaching group

- The feedback on a teaching group comes in three parts:
    1. Summary
    2. List of students' results
    3. Marks scored on each question
- Allows the teacher to identify the parts of the curriculum where teaching has been most effective and the parts where it has been less effective
- Helps teachers to understand which teaching approaches work well and improves their teaching of future groups of students

When can Cambridge Checkpoint tests be taken?

- Cambridge Checkpoint tests are offered twice a year
  - May
  - October
- Results are usually delivered within four weeks of the test being taken
- Feedback is provided on the individual student's performance and that of their cohort or year group