The Cambridge Program

For Board Examination System Schools

Cambridge Primary
5–11 years

Cambridge Secondary 1
11–14 years

Cambridge Secondary 2
14–16 years

Cambridge Advanced
16–19 years

BES Lower Division
BES Upper Division
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
The Cambridge program for Board Examination System schools

**Primary School**
- Cambridge Primary
  - 5-11 yrs
  - Cambridge Primary Checkpoint tests (optional)
  - English, Mathematics, Science, IT

**Middle School**
- Cambridge Secondary 1
  - 11-14 yrs
  - Cambridge Checkpoint tests (optional)
  - English, Mathematics, Science, IT

**Lower Division**
- Cambridge Secondary 2
  - 14-16 yrs
  - Cambridge IGCSE exams, ICE Diploma
  - Languages, Mathematics, Sciences, Humanities, Technical

**Upper Division**
- Cambridge Advanced
  - 16-19 yrs
  - Cambridge International A and AS Level exams, AICE Diploma
  - Languages, Mathematics, Sciences, Humanities, Arts

Spiralling continuum
The learner is at the heart of what we do

- Assessment
  - Setting international standards in education and assessment
- Curriculum
  - Offering choice within a flexible, relevant curriculum framework
- Teaching
  - Promoting good practice in teaching and learning
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
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%)
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.

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

A ................................................................. [2]

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

(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>
<thead>
<tr>
<th>Process</th>
<th>Flowering Plants</th>
<th>Humans</th>
</tr>
</thead>
<tbody>
<tr>
<td>fertilisation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>germination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implantation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pollination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sexual intercourse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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]

Abstracting appropriate knowledge

[Total: 14]
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%
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.
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
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-eeehee” (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.
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
### Sample Cambridge Lower Division Program of Study

<table>
<thead>
<tr>
<th>FRESHMAN YEAR CAMBRIDGE *</th>
<th>SOPHOMORE YEAR CAMBRIDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>Mathematics (0580) *- includes Algebra and Geometry</td>
<td>Mathematics (0580) (continued) - includes Algebra and Geometry</td>
</tr>
</tbody>
</table>
| 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) |
| Art and Design (with multiple concentrations) (0400)  
  OR  
  Drama (0411)  
  OR  
  Music (0410) | Local Elective or requirement;  
  OR  
  IGCSE foreign language,  
  Economics (0455) or  
  Other elective  
  Note: These are all one-year courses and could be taken in freshman or sophomore year |
| Note: These are all one-year courses and could be taken in freshman or sophomore year | 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
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
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
Support for teachers in using resources – Cambridge Teachers’ Tool Kits

Are your students ready for Cambridge IGCSE?

- **YES**
  - use the TEACHERS’ TOOL KIT A

  Students slightly weak in some areas and OK in others?
  - TEACHERS’ TOOL KIT B

  Students a grade or two behind?
  - TEACHERS’ TOOL KIT C

- **NO**
<table>
<thead>
<tr>
<th>JUNIOR YEAR CAMBRIDGE</th>
<th>SENIOR YEAR CAMBRIDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics (9709) AS Level</strong>&lt;br&gt;includes Trig and Pre Calculus, Calculus (with options to study Mechanics and/or Probability and Statistics)</td>
<td><strong>Mathematics (9709) A Level</strong>&lt;br&gt;includes more Calculus plus a choice of Mechanics, Probability and Statistics, or both</td>
</tr>
<tr>
<td><strong>Biology (9700) AS Level</strong>&lt;br&gt;OR Chemistry (9701) AS Level&lt;br&gt;OR Physics (9702) AS Level&lt;br&gt;(depending on course taken lower division)</td>
<td><strong>Biology (9700) A Level</strong>&lt;br&gt;OR Chemistry (9701) A Level&lt;br&gt;OR Physics (9702) A Level&lt;br&gt;(depending on course taken junior year)</td>
</tr>
<tr>
<td><strong>History (9697) AS Level</strong>&lt;br&gt;(choice of topics include US, Modern European and International)&lt;br&gt;OR&lt;br&gt;Geography (9696) AS Level</td>
<td><strong>History (9697) AS or A Level</strong>&lt;br&gt;(choice of topics include US, Modern European and International)&lt;br&gt;OR&lt;br&gt;Geography (9696) AS or A Level</td>
</tr>
<tr>
<td><strong>English Language (8693) AS Level</strong>&lt;br&gt;Local Elective or requirement;&lt;br&gt;OR&lt;br&gt;Literature in English (9695) AS Level&lt;br&gt;OR&lt;br&gt;Spanish Literature (8673) AS Level&lt;br&gt;OR&lt;br&gt;French Literature (8670) AS Level&lt;br&gt;OR&lt;br&gt;Economics (9708) AS Level&lt;br&gt;OR&lt;br&gt;Global Perspectives AS Level&lt;br&gt;OR&lt;br&gt;Cambridge International Diploma in Business</td>
<td><strong>Literature in English (9695) AS or A Level</strong>&lt;br&gt;Local Elective or requirement;&lt;br&gt;OR&lt;br&gt;Spanish (9719) A Level (includes both Language and Literature)&lt;br&gt;OR&lt;br&gt;French (9716) A Level (includes both Language and Literature)&lt;br&gt;OR&lt;br&gt;Economics (9708) AS or A Level&lt;br&gt;OR&lt;br&gt;Global Perspectives AS Level&lt;br&gt;OR&lt;br&gt;Cambridge International Diploma in Business</td>
</tr>
<tr>
<td><strong>Local Elective or requirement;</strong>&lt;br&gt;OR&lt;br&gt;Art and Design (with multiple concentrations) (9704) AS Level&lt;br&gt;OR&lt;br&gt;Music (9703) AS Level&lt;br&gt;OR&lt;br&gt;French Foreign Language (8682) AS Level&lt;br&gt;OR&lt;br&gt;Spanish Foreign Language (8685) AS Level</td>
<td><strong>Local Elective or requirement;</strong>&lt;br&gt;OR&lt;br&gt;Art and Design (with multiple concentrations) (9704) AS or A Level&lt;br&gt;OR&lt;br&gt;Music (9703) AS or A Level&lt;br&gt;OR&lt;br&gt;Spanish (9719) A Level (includes both Language and Literature)&lt;br&gt;OR&lt;br&gt;French (9716) A Level (includes both Language and Literature)</td>
</tr>
</tbody>
</table>
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
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
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
Cambridge program: support dimensions

- **Primary School**
  - Cambridge Primary
  - Cambridge Primary Checkpoint

- **Middle School**
  - Cambridge Secondary 1
  - Cambridge Checkpoint

- **BES Lower Division**
  - Cambridge Secondary 2
  - Cambridge IGCSE

- **BES Upper Division**
  - Cambridge Advanced
  - Cambridge International A and AS Level
  - Cambridge Pre-U

**Support dimensions:**
- Curriculum
- Classroom
- Assessment
- Community
For additional information please visit

Cambridge Board Examination System website:

www.cie.org.uk/cambridgebes
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
IGCSE : Biology (0610)

Syllabus

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

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

Post Exam Resources

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

- June 2009 Question Paper 1 (302Kb)
  - 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)
IGCSE: Biology (0610)

Discussion Groups

Ask the Examiner Seminar - October 2000
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 (162Kb)
- 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)
Analysis of candidate results by grade
Cumulative results and a comparison of your school’s performance with your region and the world
## Component analysis

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Component</th>
<th>Session</th>
<th>Tier</th>
<th>Candidates</th>
<th>Centre average score</th>
<th>Region average score</th>
<th>World average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>B621/02</td>
<td>Science B: Unit 1 (B1, C1, P1)</td>
<td>Jun-08</td>
<td>Extended</td>
<td>39</td>
<td>83/100</td>
<td>71/100</td>
<td>71/100</td>
</tr>
<tr>
<td>B622/02</td>
<td>Science B: Unit 2 (B2, C2, P2)</td>
<td>Jun-08</td>
<td>Extended</td>
<td>39</td>
<td>83/100</td>
<td>73/100</td>
<td>73/100</td>
</tr>
<tr>
<td>B623/01</td>
<td>Additional Science B: Unit 1 (B3, C3, P3)</td>
<td>Jun-08</td>
<td>Core</td>
<td>1</td>
<td>65/69</td>
<td>53/69</td>
<td>53/69</td>
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<tr>
<td>B623/02</td>
<td>Additional Science B: Unit 1 (B3, C3, P3)</td>
<td>Jun-08</td>
<td>Extended</td>
<td>38</td>
<td>77/100</td>
<td>70/100</td>
<td>70/100</td>
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<tr>
<td>B624/01</td>
<td>Additional Science B: Unit 2 (B4, C4, P4)</td>
<td>Jun-08</td>
<td>Core</td>
<td>1</td>
<td>65/69</td>
<td>55/69</td>
<td>55/69</td>
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<tr>
<td>B624/02</td>
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<td>Extended</td>
<td>38</td>
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<td>Jun-08</td>
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<td>90</td>
<td>93/100</td>
<td>77/100</td>
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<td>B632/02</td>
<td>Biology B: Unit 2 (B4, B5, B6)</td>
<td>Jun-08</td>
<td>Extended</td>
<td>90</td>
<td>91/100</td>
<td>77/100</td>
<td>77/100</td>
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<td>B641/02</td>
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<td>Jun-08</td>
<td>Extended</td>
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<td>93/100</td>
<td>78/100</td>
<td>78/100</td>
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<tr>
<td>B642/02</td>
<td>Chemistry B: Unit 2 (C4, C5, C6)</td>
<td>Jun-08</td>
<td>Extended</td>
<td>90</td>
<td>91/100</td>
<td>79/100</td>
<td>79/100</td>
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<tr>
<td>B661/02</td>
<td>Physics B: Unit 1 (P1, P2, P3)</td>
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<td>Extended</td>
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<td>50/100</td>
<td>78/100</td>
<td>78/100</td>
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<tr>
<td>B662/02</td>
<td>Physics B: Unit 2 (P4, P5, P6)</td>
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<td>Extended</td>
<td>90</td>
<td>92/100</td>
<td>78/100</td>
<td>78/100</td>
</tr>
</tbody>
</table>
Question level analysis

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Candidate Mark</th>
<th>Average Mark (Centre)</th>
<th>Average Mark (World)</th>
<th>Average Mark (Region)</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2.5</td>
<td>2.0</td>
<td>2.3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3.8</td>
<td>3.0</td>
<td>3.2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3.2</td>
<td>4.0</td>
<td>3.6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2.9</td>
<td>2.4</td>
<td>2.5</td>
<td>4</td>
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<tr>
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<td>6</td>
<td>5.6</td>
<td>4.2</td>
<td>6.6</td>
<td>7</td>
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<tr>
<td>6</td>
<td>1</td>
<td>1.2</td>
<td>1.8</td>
<td>1.3</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>2.4</td>
<td>3.2</td>
<td>3.2</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>1.6</td>
<td>1.2</td>
<td>1.2</td>
<td>2</td>
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<tr>
<td>9</td>
<td>1</td>
<td>0.3</td>
<td>0.6</td>
<td>0.6</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>1.8</td>
<td>1.5</td>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>3.2</td>
<td>2.4</td>
<td>2.4</td>
<td>4</td>
</tr>
</tbody>
</table>

Variance from centre average
Variance from World average
Variance from Region average
Staged or linear assessment at AS & A Level

Two-stage structure

Year 1: AS exam
Year 2: A2 exam

= A Level

One-stage structure

Year 1: study, no exam
Year 2: A Level exam

= A Level

Most students take three or four subjects at A level
Cambridge Checkpoint

Diagnostic tools for assessing where students are in their learning
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
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
Cambridge Secondary 1 Teacher Support

Schemes of Work available
   Includes suggested teaching activities

Checkpoint Textbooks
   Published by Hodder Murray Co
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
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

<table>
<thead>
<tr>
<th>Checkpoint Score Range</th>
<th>Probable IGCSE or O Level Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 and 1</td>
<td>F</td>
</tr>
<tr>
<td>1 and 2</td>
<td>E</td>
</tr>
<tr>
<td>2 and 3</td>
<td>D</td>
</tr>
<tr>
<td>3 and 4</td>
<td>C</td>
</tr>
<tr>
<td>4 and 5</td>
<td>B</td>
</tr>
<tr>
<td>5 and 6</td>
<td>A/B</td>
</tr>
</tbody>
</table>

- 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
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
The Student Report

<table>
<thead>
<tr>
<th>Major Topic</th>
<th>Checkpoint Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (overall)</td>
<td>3.6</td>
</tr>
<tr>
<td>Biology</td>
<td>3.1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3.5</td>
</tr>
<tr>
<td>Physics</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Your overall results are as follows:

<table>
<thead>
<tr>
<th>Question and part</th>
<th>Topic</th>
<th>Sub-topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1a</td>
<td>Physics</td>
<td>Light</td>
</tr>
<tr>
<td>Q1b</td>
<td>Physics</td>
<td>Electricality</td>
</tr>
<tr>
<td>Q2a</td>
<td>Physics</td>
<td>Forces and Motion</td>
</tr>
<tr>
<td>Q2b</td>
<td>Physics</td>
<td>Light</td>
</tr>
</tbody>
</table>

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 areas you need to work harder at.

The student's strengths:

The student's weaknesses:

Overall result for the subject

Brief explanation of what each Cambridge Checkpoint score means

Results in each major topic
Statement of Achievement

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

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

Cambridge Checkpoint score for subject as a whole
Cambridge Checkpoint score for each main topic area
Cambridge Checkpoint scale explained

Performance of all students in each sub-topic
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