

Cambridge Primary Checkpoint

A guide to using the reports

Cambridge
Primary
Checkpoint

Cambridge Primary



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Cambridge Primary Checkpoint has been developed by University of Cambridge International Examinations, the world's largest provider of international education programmes and qualifications for 5–19 year olds. Our qualifications are taken in over 160 countries and are recognised by education providers and employers across the world.

We are part of the Cambridge Assessment Group, a not-for-profit organisation and a department of the University of Cambridge. We share in their mission for providing excellence in education. Our programmes and qualifications develop successful learners and support the economic performance of countries where we work at a national level.

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Cambridge Primary Checkpoint – comprehensive feedback for learners, teachers and schools

What is Cambridge Primary Checkpoint?

Cambridge Primary Checkpoint is an innovative diagnostic testing service. It has been designed to give comprehensive feedback on a learner's strengths and weaknesses in the key curriculum areas – English, Mathematics and Science. The results of the tests – which are given in detailed feedback reports – help learners understand more about their strengths and weaknesses in these subjects.

Cambridge Primary Checkpoint is part of Cambridge Primary, which includes a curriculum with optional assessment. The tests provide assessment based on the learning objectives within the Cambridge Primary curriculum frameworks.

Cambridge Primary Checkpoint tests are used in Cambridge schools around the world. They are designed for learners of approximately 11 years of age and cover all major areas of learning in the first years of an international secondary education. Cambridge Primary Checkpoint tests skills and at the end of stages 4 – 6 of the curriculum for English and stages 3-6 of the curriculum for Science.

Cambridge Primary Checkpoint reports allow schools to:

- tailor individual learning programmes
- monitor group and individual performance
- provide information for reporting to learners and parents
- compare the performance of all the learners taking the test in that session
- manage learning programmes as learners move between schools.

The feedback measures a learner's performance against a number of variables, including how a learner performed in relation to:

- the learning objectives in the Cambridge Primary curriculum framework
- their teaching group
- a whole school cohort
- previous years' learners.

Cambridge Primary Checkpoint tests are offered twice during the year.

A list of the main strands and sub-strands for each subject is included in the Appendix. It is the analysis of the detailed sub-strands which provides the framework for feedback on each learner's strengths and weaknesses.

English as a Second Language

For schools teaching the Cambridge Primary English as a Second Language curriculum, externally certificated assessments can be provided by our sister organisation University of Cambridge ESOL Examinations (Cambridge ESOL).

The Cambridge ESOL tests suitable for learners at the Cambridge Primary stage are:

Cambridge English: Starters (YLE Starters)

Cambridge English: Movers (YLE Movers)

Cambridge English: Flyers (YLE Flyers)

Cambridge English: Key (KET) for Schools

Further information is available from **www.CambridgeESOL.org**

Cambridge Primary Checkpoint – comprehensive feedback for learners, teachers and schools

Feedback for learners, teachers and schools

Detailed feedback is a central feature of Cambridge Primary Checkpoint. The main purposes of the feedback are:

- To provide information on a learner’s areas of strength and weakness. The feedback enables the future teaching of those learners to be effectively focused. The strengths can be consolidated and the areas of weakness can be tackled.

- To review the parts of the curriculum where teaching has been most effective and the parts where it has been less effective. This can help teachers to learn lessons about the teaching approaches that work well, and to improve their teaching of future groups of learners.

The feedback is sent in two parts.

Part 1: This is sent within four weeks of the completed scripts being received in Cambridge. This feedback has three parts:	Part 2: The End of session report is sent when the results from all schools offering Cambridge Checkpoint tests have been processed. This feedback has four parts:
<ol style="list-style-type: none"> 1. A report on the performance of individual learners. 2. A report on the performance of teaching groups. 3. A report on the performance of the school as a whole. <p>These reports are offered for each of the three subjects – English, Mathematics and Science.</p>	<ol style="list-style-type: none"> 1. The Principal examiner’s report on the question papers and learners’ responses. 2. The demographic breakdown of the whole entry showing the average performance of learners broken down by age and whether English is their first language. 3. Block diagrams to illustrate the performance of learners by age and whether English is their first language. 4. Cumulative frequency graphs illustrating the performance of learners by age and whether English is their first language. <p>These reports are offered for each of the three subjects – English, Mathematics and Science.</p>

Cambridge Primary Checkpoint – comprehensive feedback for learners, teachers and schools

The Cambridge Primary Checkpoint scale

Performance in Cambridge Primary Checkpoint tests is not reported as raw scores (simple numbers of marks). This is because raw scores are not suitable for making direct comparisons between different sets of questions. For example, if a learner achieves a higher raw score on the Biology questions than on the Chemistry questions, this might be because:

- the learner is stronger in Biology
- the Biology questions were easier
- there were more marks available in Biology

or it may be due to a combination of these reasons.

Similarly, it is not possible to directly compare raw scores.

In order to make direct comparisons, it is necessary to convert raw scores into scores on a standardised scale of achievement. The Cambridge Primary Checkpoint scale takes the difficulty of the questions into account, so that if a learner achieves a higher Cambridge Primary Checkpoint score in Biology than in Chemistry, this can only mean that a learner is better at Biology than Chemistry.

The Cambridge Primary Checkpoint scale runs from 0.0 to 6.0, with 0.0 being the lowest possible score and 6.0 the highest.

Example feedback reports

Examples of the different types of report are shown, with explanatory notes, on the next pages. The school and learner names are fictitious.

The example reports are for Science, but reports in English and Mathematics are identical in format apart from the names of the strands and sub-strands in the curriculum.

Statement of achievement

Feedback on an individual student: Statement of achievement

The feedback on individual learners comes in two parts: a Statement of achievement and a Report to student. Both parts should be given to the learner.

Each learner receives a Cambridge Primary Checkpoint statement of achievement which shows how well he or she has performed in the tests.

The statement of achievement reflects:

- The level of achievement reached by the learner across the whole test. This is expressed as a score on the Cambridge Primary Checkpoint scale.
- The level of achievement reached in each of the strands, expressed on the Cambridge Primary Checkpoint scale. In this particular example, the student is much stronger in Physics than in Biology or Scientific enquiry. A list of the main strands in each subject is given in the Appendix.

STATEMENT OF ACHIEVEMENT

RABIE DAGHER

Student Number: 7321

Centre name: International School of Switzerland

Centre number: CHX92

Overall Result

Subject: Science

Cambridge Primary Checkpoint Score: 3.5

Date: October 2012

Strand Results

Biology: 3.0

Chemistry: 3.6

Physics: 4.5

Scientific Enquiry: 3.5

Explanatory Notes

The results are given using the Cambridge Primary Checkpoint scale. Scores on the Cambridge Primary 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 Primary Checkpoint test. Examination certificates are not issued for Cambridge Primary Checkpoint tests.

Report to student

Feedback on an individual student: Report to student

This is the second part of the feedback on individual learners, and provides more information than the Statement of achievement.

The Report to student covers:

- Cambridge Primary Checkpoint scores for the subject as a whole and for the main strands within the subject. These scores are the same as on the Statement of achievement but are broken down into more detail.
- A brief explanation of the Cambridge Primary Checkpoint scale.
- A list of the four most difficult part-questions that the learner answered correctly, together with the main strands and sub-strands assessed by those part-questions. This information gives an indication of the sub-strands in which the learner is particularly strong.
- A list of the four easiest part-questions that the learner answered incorrectly, together with the main strand and sub-strands assessed by those part-questions. This information gives an indication of the sub-strands in which the learner is particularly weak.

REPORT TO STUDENT

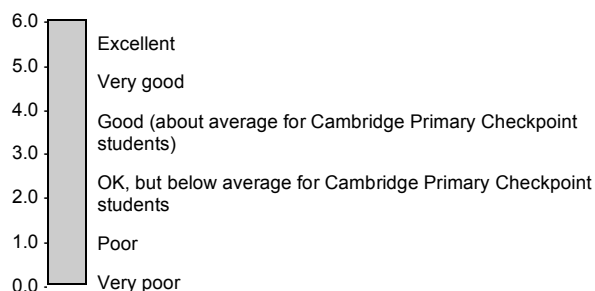
To be given to the student with the Statement of achievement

Student Name: Rabie Dagher	Centre: International School of Switzerland	Subject: Science
Student Number: 7321	Centre Number: CHX92	Date: October 2012

Your overall results are as follows:

Science (overall)	Cambridge Primary Checkpoint score = 3.5
Biology	Cambridge Primary Checkpoint score = 3.0
Chemistry	Cambridge Primary Checkpoint score = 3.6
Physics	Cambridge Primary Checkpoint score = 4.5
Scientific enquiry	Cambridge Primary Checkpoint score = 3.5

This is what the scores mean:



What you got right and what you got wrong

Most of your answers were as expected for a student with your Cambridge Primary 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	Strand	Sub-strand
7bi	Biology	Humans and animals
8c	Scientific enquiry	Planning from ideas and evidence
10bi	Physics	Sound
12a	Biology	Plants

Questions you answered incorrectly that we expected you to find easy

Question and part	Strand	Sub-strand
1c	Physics	Electricity and magnetism
2di	Biology	Humans and animals
8c	Scientific enquiry	Planning from ideas and evidence
12b	Biology	Living things in their environment

Report on teaching group: Part 1

Report on teaching group: Part 1

The feedback on each teaching group comes in three parts. Part 1 is the summary. This covers:

- The Cambridge Primary Checkpoint score for the subject as a whole, averaged over all the learners in the teaching group.
- The Cambridge Primary Checkpoint scores for each of the main strand areas, averaged over all the learners in the teaching group. In this particular example, the group as a whole has performed better in Physics than in Biology. For a list of the main strand areas in each subject, please see the Appendix.
- The Cambridge Primary Checkpoint scale explained for teachers.
- The performance of the teaching group in each sub-strand. This analysis reports on whether the performance of the group on the sub-strand was better than expected, worse than expected or as expected. The analysis takes into account both the difficulties of the questions in the sub-strand and the overall ability of the learners.

In this particular example, when the difficulties of the questions are taken into account, and given the overall level of ability of the learners, they performed as expected in The Earth in Chemistry, and Forces and motion in Physics, but worse than expected in Material properties in Chemistry. This helps to identify more precisely the group's areas of strength and weakness.

REPORT ON TEACHING GROUP

Part 1: Summary

Name of Teaching Group: Class 5C	Centre: International School of Switzerland	Subject: Science
Number of Students: 6	Centre Number: CHX92	Date: October 2012

<p>Average Checkpoint scores are</p> <p>Science (overall) Average Cambridge Primary Checkpoint score = 3.6 Biology Average Cambridge Primary Checkpoint score = 3.1 Chemistry Average Cambridge Primary Checkpoint score = 3.5 Physics Average Cambridge Primary Checkpoint score = 4.4 Scientific enquiry Average Cambridge Primary Checkpoint score = 4.1</p> <p>Explanation of the Cambridge Primary Checkpoint Scale:</p> <ul style="list-style-type: none"> • Scores on the Cambridge Primary 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 Cambridge Primary Checkpoint scale is the same in every session. • An 'average' Cambridge Primary 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 strand. <p>Note:</p> <p>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.</p>	<p>Performance in each sub-strand</p> <p>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-strand where your group of students has performed better than expected, this may indicate that the teaching has been particularly effective in that sub-strand. If there is a sub-strand where your group of students has performed worse than expected, this <i>may</i> indicate that the coverage of the sub-strand was incomplete or that learning in this area has been less thorough than in other areas.</p> <p>Biology</p> <table> <tr> <td>Bp Plants</td> <td>Performance was as expected</td> </tr> <tr> <td>Be Living things in their environment</td> <td>Performance was as expected</td> </tr> <tr> <td>Bh Humans and animals</td> <td>Performance was as expected</td> </tr> </table> <p>Chemistry</p> <table> <tr> <td>Cp Material properties</td> <td>Performance was worse than expected</td> </tr> <tr> <td>Cs States of matter</td> <td>Performance was as expected</td> </tr> <tr> <td>Cc Material changes</td> <td>Performance was as expected</td> </tr> </table> <p>Physics</p> <table> <tr> <td>Pf Forces and Motion</td> <td>Performance was as expected</td> </tr> <tr> <td>Ps Sound</td> <td>Performance was worse than expected</td> </tr> <tr> <td>Pl Light and dark</td> <td>Performance was as expected</td> </tr> <tr> <td>Pm Electricity and magnetism</td> <td>Performance was as expected</td> </tr> <tr> <td>Pb The Earth and beyond</td> <td>Performance was as expected</td> </tr> </table> <p>Scientific enquiry</p> <table> <tr> <td>Ep Planning from ideas and evidence</td> <td>Performance was as expected</td> </tr> <tr> <td>Eo Obtaining, presenting and considering evidence</td> <td>Performance was as expected</td> </tr> </table>	Bp Plants	Performance was as expected	Be Living things in their environment	Performance was as expected	Bh Humans and animals	Performance was as expected	Cp Material properties	Performance was worse than expected	Cs States of matter	Performance was as expected	Cc Material changes	Performance was as expected	Pf Forces and Motion	Performance was as expected	Ps Sound	Performance was worse than expected	Pl Light and dark	Performance was as expected	Pm Electricity and magnetism	Performance was as expected	Pb The Earth and beyond	Performance was as expected	Ep Planning from ideas and evidence	Performance was as expected	Eo Obtaining, presenting and considering evidence	Performance was as expected
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Report on teaching group:Part 2

Report on teaching group: Part 2

The second part of the feedback on a teaching group provides a summary for teachers of all their learners' results in that subject.

The List of students' results covers:

- The individual learner's Cambridge Primary Checkpoint scores on the subject as a whole and on each of the main strands within the subject.
- The averages for the whole teaching group: these figures are the same as on Part 1 of the Report on teaching group.

REPORT ON TEACHING GROUP

Part 2: List of students' results

Name of Teaching Group: Class 5C	Centre: International School of Switzerland	Subject: Science
Number of Students: 6	Centre Number: CHX92	Date: October 2012

Table of students' results

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.

Student Number	Student Name	Results (Cambridge Primary Checkpoint Scores)				
		Science	Biology	Chemistry	Physics	Scientific enquiry
7316	Abdul Salam	3.9	3.6	3.8	4.7	4.2
7317	Francesco Neri	4.3	3.9	4.1	5.1	4.7
7318	John Shore	3.4	2.8	3.3	4.3	3.8
7319	Irmgard Wittig	3.3	2.9	3.2	4.0	4.3
7320	Kris Moors	3.0	2.4	3.0	3.8	4.0
7321	Rabie Dagher	3.5	3.0	3.6	4.5	3.5
	Class Average	3.6	3.1	3.5	4.4	4.1

Report on teaching group: Part 3

Report on teaching group: Part 3

This provides the teacher with information about the raw marks scored by each learner on each part of each question.

- Each column in the report represents a part-question. The top few rows are column headings, giving the paper number, question number, and identifying the question part.
- Below the column headings, the table shows the codes for the main strand and sub-strand assessed by each part-question. A list of the codes for all three subjects is given in the Appendix. There is also a list on Part 1 of the Report on teaching group.
- The next row of the table shows the maximum number of marks available for each part-question.
- The main part of the report shows the marks scored by each learner on each part-question. Where the learner has not attempted to answer, the mark is given by a dot. In this particular example, it can be seen that student 905 has not attempted to answer any part of Paper 1 Question 8. This report can be used to identify particular questions that have caused difficulties for the learners, particularly in areas where their performance has been identified as worse than expected (see Part 2 of the Report on teaching group). In this particular example, plants (Bp) was identified as an area where performance was worse than expected, and it can be seen from this part of the report that there are parts of Paper 1 Question 8 that none of the learners were able to answer

correctly. The teacher might then want to look at these question parts to see if there is a reason for this difficulty, such as an aspect of the topic assessed in this question that was not included in the teaching.

- The last few columns on the right-hand side of the report show the total scores of each learner on each paper and on the test as a whole, together with the Cambridge Primary Checkpoint scores achieved by the learners.

Centre report

Centre report

The Centre report is an overview for the head of department. It provides an average Cambridge Primary Checkpoint score for all learners in the school. The average scores and pattern of performance in sub-strands are also calculated for all learners.



CENTRE REPORT

Number of Teaching Groups: 3	Centre: International School of Switzerland	Subject: Science
Number of Students: 40	Centre Number: CHX92	Date: October 2012

<p>Average Cambridge Primary Checkpoint scores are</p> <p>Science (overall) Average Cambridge Primary Checkpoint score = 3.4 Biology Average Cambridge Primary Checkpoint score = 3.1 Chemistry Average Cambridge Primary Checkpoint score = 3.4 Physics Average Cambridge Primary Checkpoint score = 3.8 Scientific enquiry Average Cambridge Primary Checkpoint score = 3.7</p> <p>Explanation of the Cambridge Primary Checkpoint Scale:</p> <ul style="list-style-type: none"> • Scores on the Cambridge Primary 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 Cambridge Primary Checkpoint scale is the same in every session. • An 'average' Cambridge Primary 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 strand. <p>Note:</p> <p>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.</p>	<p>Performance in each sub-strand</p> <p>We 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 then compared their predicted performance with their actual performance. If there is a sub-strand where your group of students has performed better than expected, this may indicate that the teaching has been particularly effective in that sub-strand. If there is a sub-strand where your group of students has performed worse than expected, this <i>may</i> indicate that the coverage of the sub-strand was incomplete or that learning in this area has been less thorough than in other areas.</p> <p>Biology</p> <table> <tr><td>Bp</td><td>Plants</td><td>Performance was as expected</td></tr> <tr><td>Be</td><td>Living things in their environment</td><td>Performance was as expected</td></tr> <tr><td>Bh</td><td>Humans and animals</td><td>Performance was as expected</td></tr> </table> <p>Chemistry</p> <table> <tr><td>Cp</td><td>Material properties</td><td>Performance was worse than expected</td></tr> <tr><td>Cc</td><td>Material changes</td><td>Performance was as expected</td></tr> <tr><td>Cs</td><td>States of matter</td><td>Performance was as expected</td></tr> </table> <p>Physics</p> <table> <tr><td>Pf</td><td>Forces and motion</td><td>Performance was better than expected</td></tr> <tr><td>Ps</td><td>Sound</td><td>Performance was as expected</td></tr> <tr><td>Pl</td><td>Light and dark</td><td>Performance was as expected</td></tr> <tr><td>Pm</td><td>Electricity and magnetism</td><td>Performance was as expected</td></tr> <tr><td>Pb</td><td>The Earth and beyond</td><td>Performance was as expected</td></tr> </table> <p>Scientific enquiry</p> <table> <tr><td>Ep</td><td>Planning from ideas and evidence</td><td>Performance was as expected</td></tr> <tr><td>Eo</td><td>Obtaining, presenting and considering evidence</td><td>Performance was as expected</td></tr> </table>	Bp	Plants	Performance was as expected	Be	Living things in their environment	Performance was as expected	Bh	Humans and animals	Performance was as expected	Cp	Material properties	Performance was worse than expected	Cc	Material changes	Performance was as expected	Cs	States of matter	Performance was as expected	Pf	Forces and motion	Performance was better than expected	Ps	Sound	Performance was as expected	Pl	Light and dark	Performance was as expected	Pm	Electricity and magnetism	Performance was as expected	Pb	The Earth and beyond	Performance was as expected	Ep	Planning from ideas and evidence	Performance was as expected	Eo	Obtaining, presenting and considering evidence	Performance was as expected
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End of session reports

End of session report: Principal examiner's report and Demographic breakdown of entry

The End of session reports for all three subjects – English, Mathematics and Science – are sent out together.

For each subject, the first part of the End of session report is the Principal examiner's report, a report describing the learners' performance on each question. An example of a Principal examiner's report is not shown here because they may vary in format and style.

The second part of the End of session report is the Demographic breakdown of the entry.

- The whole group of Cambridge Primary Checkpoint learners, from all Centres, is broken down into three age categories (13 and under, 14, 15 and over) and into two language categories (first language English, first language not English). This enables Centres to compare their own performance with that of other schools with similar learners.
- For each category, the number of learners is shown as a percentage of the total entry.
- For each category of learner, the average Cambridge Primary Checkpoint score on the subject as a whole and on each of the main strands is shown.

Demographic breakdown of total entry for Cambridge Primary Checkpoint Science

		Percentage of total entry	Average Cambridge Primary Checkpoint total score	Average Cambridge Primary Checkpoint Physics score	Average Cambridge Primary Checkpoint Chemistry score	Average Cambridge Primary Checkpoint Biology score	Average Cambridge Primary Checkpoint Scientific enquiry score
Age in years	First language						
10 and under	Not English	29.3	4.0	4.0	4.3	3.8	4.0
	English	5.0	3.7	3.7	4.0	3.7	3.9
	All	34.3	3.9	3.9	4.2	3.8	3.9
	First language						
11	Not English	38.7	3.7	3.9	4.0	3.4	3.7
	English	9.4	3.7	3.9	3.8	3.6	3.6
	All	48.1	3.7	3.9	4.0	3.5	3.7
	First language						
12 and over	Not English	13.5	3.1	3.3	3.2	3.0	3.3
	English	4.1	2.8	3.4	2.6	2.4	3.0
	All	17.6	3.1	3.3	3.1	2.9	3.1
	First language						
All	Not English	81.5	3.5	3.6	3.7	3.3	3.3
	English	18.5	3.5	3.7	3.6	3.4	3.4
	All	100.0	3.5	3.6	3.6	3.3	3.3

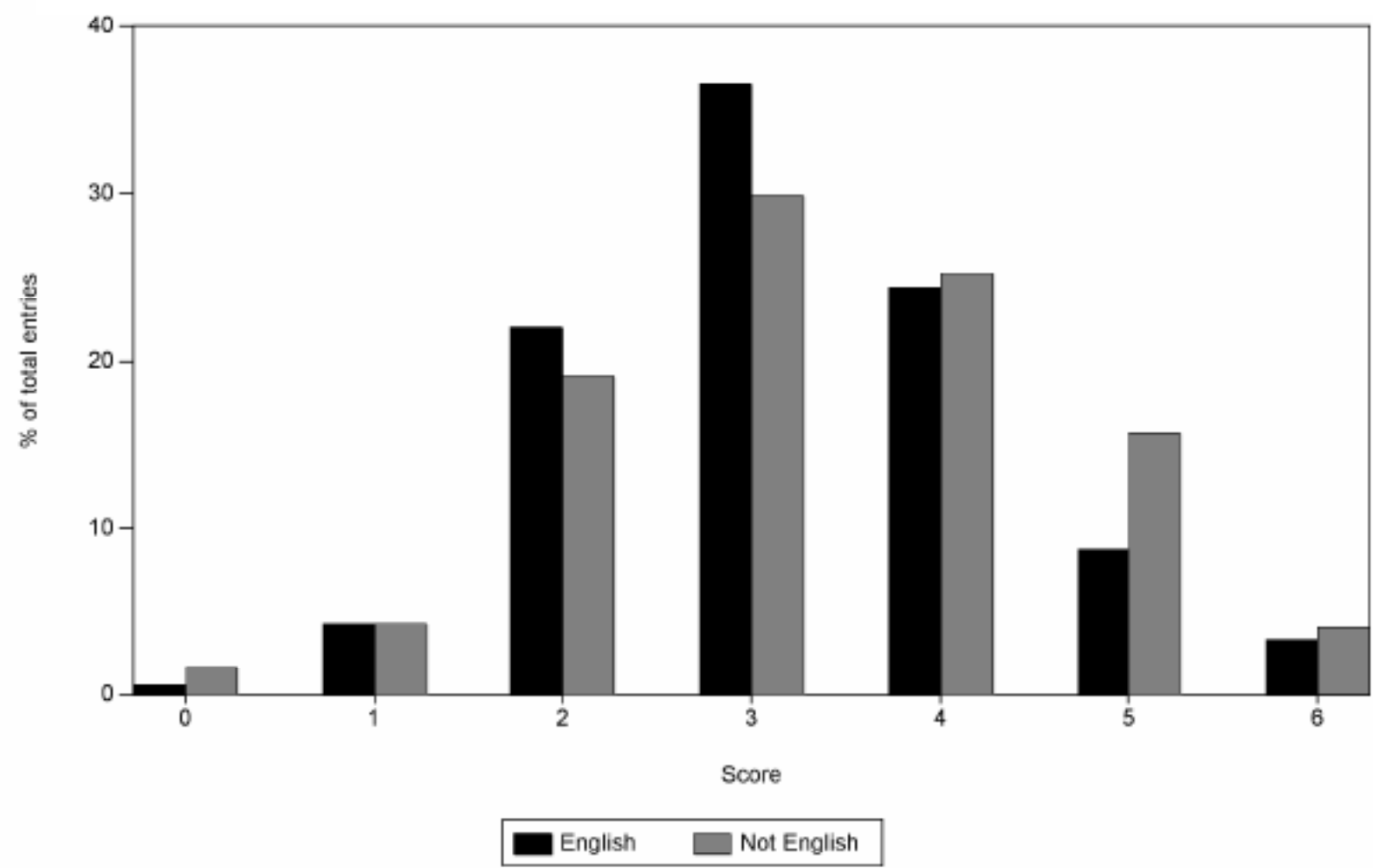
End of session reports

End of session report: Block diagrams

The third part of the End of session report is a series of block charts similar to the example shown.

- Each block chart shows the distributions of Cambridge Primary Checkpoint scores achieved by the learners.
- The block charts break the learners into categories so that the distributions for the categories may be compared. In this particular example, the categories are the two first-language categories: a separate block diagram will show the distributions for the different age categories.
- The example shows the distribution of Cambridge Primary Checkpoint scores for the subject as a whole. There are also block diagrams showing the distributions for each of the main strand areas.

Distribution of Cambridge Primary Checkpoint total score for Science classified by students' first language



End of session reports

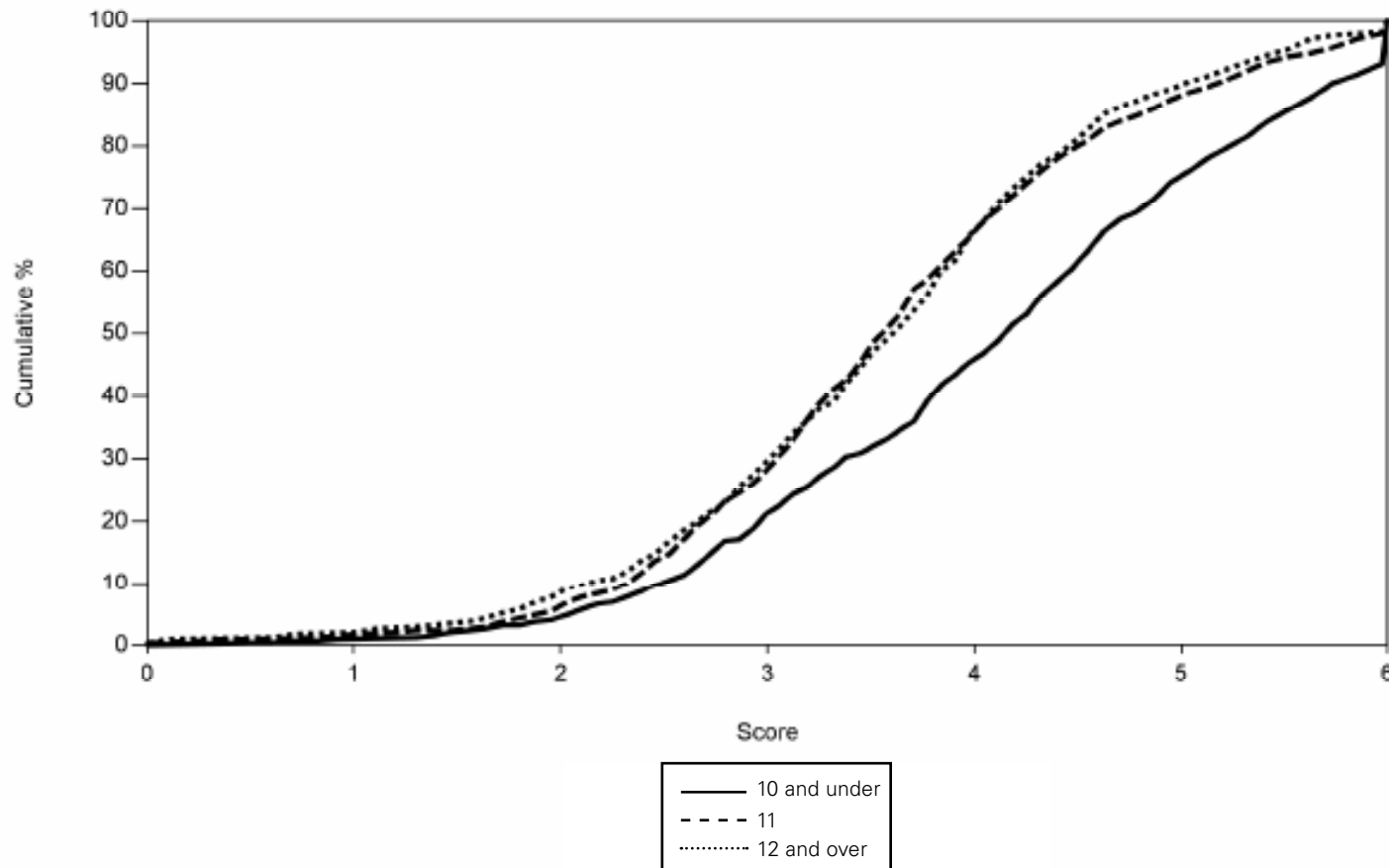
End of session report: Cumulative frequency graphs

The fourth section of the End of session report is a series of cumulative frequency graphs. These show the percentage of learners who achieved a particular Cambridge Primary Checkpoint score or less. All the curves therefore start at 0 per cent of learners scoring 0.0 or less, and end at 100 per cent of learners scoring 6.0 or less.

- The graphs show the learners broken down into categories. In the example shown, the categories are by age, and consequently there are three curves shown. The End of session report will also include a cumulative frequency graph with two curves for the learners categorised by whether their first language is English or not.
- The example shows the cumulative frequencies of Cambridge Primary Checkpoint scores for the subject as a whole. Separate graphs are provided showing the Cambridge Primary Checkpoint scores on each of the main strand areas.

Distribution of Cambridge Primary Checkpoint total score for Science

by students' age, showing the cumulative percentage of the number of students at each score.



Appendix

Cambridge Primary curriculum frameworks are divided into different content areas, known as strands and sub-strands. Cambridge Primary Checkpoint reports are based on analysis of learners' performance in the strands and sub-strands that are tested in Cambridge Primary Checkpoint tests. Some strands of the curriculum are not reported separately.

The table below lists the strands and sub-strands reported in Cambridge Primary Checkpoint.

English – strands, sub-strands and reporting codes in Cambridge Primary Checkpoint reports		
Strands	Sub-strands	Reporting codes
Usage	<ul style="list-style-type: none">• Sentence structure• Punctuation• Vocabulary• Spelling	Un Up Uv Us
Reading	<ul style="list-style-type: none">• Explicit meaning• Use of language• Implicit meaning	Rx Ru Ri
Writing	<ul style="list-style-type: none">• Content• Purpose/audience• Text Structure	Wc Wa Wt

Mathematics – strands, sub-strands and reporting codes in Cambridge Primary Checkpoint reports		
Strands	Sub-strands	Reporting codes
Number	<ul style="list-style-type: none"> • Numbers and the number system • Calculation 	Nn Nc
Geometry	<ul style="list-style-type: none"> • Shapes and geometric reasoning • Position and movement 	Gs Gp
Measure	<ul style="list-style-type: none"> • Money • Length, mass and capacity • Time • Area and perimeter 	Mm Ml Mt Ma
Handling data	<ul style="list-style-type: none"> • Organising, categorising and representing data • Probability 	Dh Db

Appendix

Science – Strands, sub-strands and reporting codes in Cambridge Primary Checkpoint reports		
Strands	Sub-strands	Reporting codes
Scientific enquiry	<ul style="list-style-type: none"> • Planning from ideas and evidence • Obtaining, presenting and considering evidence 	Ep* Eo*
Biology	<ul style="list-style-type: none"> • Plants • Living things in their environment • Humans and animals 	Bp Be Bh
Chemistry	<ul style="list-style-type: none"> • Material properties • Material changes • States of matter 	Cp Cc Cs
Physics	<ul style="list-style-type: none"> • Forces and motion • Sound • Light and dark • Electricity and magnetism • The Earth and beyond 	Pf Ps PI Pm Pb

* Please note that the **Ep** reporting code covers both the *Ideas and evidence* and *Plan* investigative work sub-strands. The **Eo** reporting code covers both the *Obtain and present evidence* and *Consider evidence and approach* sub-strands

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