

Cambridge Secondary 1 Checkpoint

A guide to using the reports

Cambridge
Secondary 1
Checkpoint



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Cambridge Secondary 1 Checkpoint has been developed by Cambridge International Examinations. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

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Cambridge Secondary 1 Checkpoint – comprehensive feedback for learners, teachers and schools

What is Cambridge Secondary 1 Checkpoint?

Cambridge Secondary 1 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, English as a Second Language, 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 Secondary 1 Checkpoint is part of Cambridge Secondary 1, which includes a curriculum with optional assessment. The tests provide assessment based on the learning objectives within the Cambridge Secondary 1 curriculum frameworks.

Cambridge Secondary 1 Checkpoint tests are used in Cambridge schools around the world. They are designed for learners of approximately 14 years of age and cover all major areas of learning in the first years of an international secondary education. Cambridge Secondary 1 Checkpoint tests skills and knowledge from stages 7–9 of the curriculum.

Cambridge Secondary 1 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 Secondary 1 curriculum framework
- their teaching group
- a whole school cohort
- previous years' learners.

Cambridge Secondary 1 Checkpoint tests are offered twice through 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.

Cambridge Secondary 1 Checkpoint – comprehensive feedback for learners, teachers and schools

Feedback for learners, teachers and schools

Detailed feedback is a central feature of Cambridge Secondary 1 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 <i>End of session</i> report is sent when the results from all schools offering Cambridge Secondary 1 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 four subjects – English, English as a Second Language, 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 four subjects – English, English as a Second Language, Mathematics and Science.</p>

Cambridge Secondary 1 Checkpoint – comprehensive feedback for learners, teachers and schools

The Cambridge Secondary 1 Checkpoint scale

Performance in Cambridge Secondary 1 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 Secondary 1 Checkpoint scale takes the difficulty of the questions into account, so that if a learner achieves a higher Cambridge Secondary 1 Checkpoint score in Biology than in Chemistry, this can only mean that a learner is better at Biology than Chemistry.

The Cambridge Secondary 1 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 example reports are for Science, but reports in English, English as a Second Language 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 Secondary 1 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 Secondary 1 Checkpoint scale.
- The level of achievement reached in each of the strands, expressed on the Cambridge Secondary 1 Checkpoint scale. In this particular example, the student is stronger in Biology and Physics than in Chemistry or Scientific enquiry. A list of the main strands in each subject is given in the Appendix.

STATEMENT OF ACHIEVEMENT

TEST Candidate 1

Student Number: 1

Centre Name: Test School

Centre Number: T1234

Overall result	Strand results
Subject: Science	Biology 4.7
Cambridge Secondary 1 Checkpoint	Chemistry 3.4
Score: 4.1 Date: May 2012	Physics 4.3
	Scientific enquiry 3.7

Explanatory Notes

The results are given using the Cambridge Secondary 1 Checkpoint scale. Scores on the Cambridge Secondary 1 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 Secondary 1 Checkpoint test. Examination certificates are not issued for Cambridge Secondary 1 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* includes:

- Cambridge Secondary 1 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 Secondary 1 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

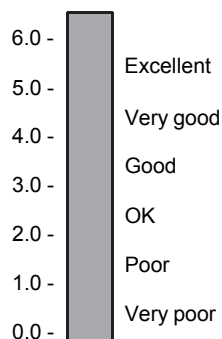
To be given to the student with the Statement of Achievement

Student Name: TEST Candidate 1	Centre: Test School	Subject: Science
Student Number: 1	Centre Number: T1234	Date: May 2012

Your Cambridge Secondary 1 Checkpoint results are as follows:

Science (Overall)	score = 4.1
Biology	score = 4.7
Chemistry	score = 3.4
Physics	score = 4.3
Scientific enquiry	score = 3.7

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 Secondary 1 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 well that we expected you to find difficult

Question and part	Strand	Sub-strand	Paper
7b	Physics	Electricity and magnetism	2
6b	Biology	Humans as organisms	2
10c2	Biology	Plants	1
2	Chemistry	The Earth	2

Questions you did not answer well that we expected you to find easy

Question and part	Strand	Sub-strand	Paper
6b	Physics	Electricity and magnetism	1
4ai	Biology	Plants	1
8b	Scientific enquiry	Obtaining and presenting evidence	1
10a	Biology	Humans as organisms	1

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 Secondary 1 Checkpoint score for the subject as a whole, averaged over all the learners in the teaching group.
- The Cambridge Secondary 1 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 Chemistry. For a list of the main strand areas in each subject, please see the Appendix.
- The Cambridge Secondary 1 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 changes in Chemistry. This helps to identify more precisely the group's areas of strength and weakness.

REPORT ON TEACHING GROUP 1 - Part 1 : Summary

Name of Teaching Group: S1 Science	Centre: Test School	Subject: SCIENCE																																																																												
Number of Students: 6	Centre Number: T1234	Date: May 2012																																																																												
<p>Average Cambridge Secondary 1 Checkpoint scores for this teaching group are as follows:</p> <table> <tr> <td>Science (overall)</td> <td>Average score = 4.9</td> </tr> <tr> <td>Biology</td> <td>Average score = 5.5</td> </tr> <tr> <td>Chemistry</td> <td>Average score = 4.1</td> </tr> <tr> <td>Physics</td> <td>Average score = 5.1</td> </tr> <tr> <td>Scientific enquiry</td> <td>Average score = 4.8</td> </tr> </table> <p>Explanation of the Cambridge Secondary 1 Checkpoint Scale:</p> <ul style="list-style-type: none"> • Scores on the Cambridge Secondary 1 Checkpoint scale are from 0.0 (the lowest level of ability) to 6.0 (the highest level of ability) • Students achieving between 3.0 and 4.0 have a sound understanding of most of the curriculum content. • Student achieving less than 2.0 have a basic understanding of the curriculum content. They would benefit from more focus on some areas of the curriculum. • Student achieving more than 5.0 have an excellent understanding of the curriculum content. <p>Note: Any student who missed a paper has been omitted from the analysis on this page.</p>		Science (overall)	Average score = 4.9	Biology	Average score = 5.5	Chemistry	Average score = 4.1	Physics	Average score = 5.1	Scientific enquiry	Average score = 4.8	<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 may 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> <table> <tr> <td colspan="3">Biology</td> </tr> <tr> <td>Bc</td> <td>Cells and organisms</td> <td>Performance was better than expected</td> </tr> <tr> <td>Bh</td> <td>Humans as organisms</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>Bp</td> <td>Plants</td> <td>Performance was as expected</td> </tr> <tr> <td>Bv</td> <td>Variation and classification</td> <td>Performance was as expected</td> </tr> <tr> <td colspan="3">Chemistry</td> </tr> <tr> <td>Cc</td> <td>Material changes</td> <td>Performance was worse than expected</td> </tr> <tr> <td>Cp</td> <td>Material properties</td> <td>Performance was as expected</td> </tr> <tr> <td>Cs</td> <td>States of matter</td> <td>Performance was as expected</td> </tr> <tr> <td>Ce</td> <td>The Earth</td> <td>Performance was as expected</td> </tr> <tr> <td colspan="3">Physics</td> </tr> <tr> <td>Pm</td> <td>Electricity and magnetism</td> <td>Performance was as expected</td> </tr> <tr> <td>Pe</td> <td>Energy</td> <td>Performance was as expected</td> </tr> <tr> <td>Pf</td> <td>Forces and motion</td> <td>Performance was as expected</td> </tr> <tr> <td>Pl</td> <td>Light</td> <td>Performance was as expected</td> </tr> <tr> <td>Ps</td> <td>Sound</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> <tr> <td colspan="3">Scientific enquiry</td> </tr> <tr> <td>Ec</td> <td>Considering evidence and approach</td> <td>Performance was as expected</td> </tr> <tr> <td>Eo</td> <td>Obtaining and presenting evidence</td> <td>Performance was as expected</td> </tr> <tr> <td>Ep</td> <td>Planning from ideas and evidence</td> <td>Performance was as expected</td> </tr> </table>	Biology			Bc	Cells and organisms	Performance was better than expected	Bh	Humans as organisms	Performance was as expected	Be	Living things in their environment	Performance was as expected	Bp	Plants	Performance was as expected	Bv	Variation and classification	Performance was as expected	Chemistry			Cc	Material changes	Performance was worse than expected	Cp	Material properties	Performance was as expected	Cs	States of matter	Performance was as expected	Ce	The Earth	Performance was as expected	Physics			Pm	Electricity and magnetism	Performance was as expected	Pe	Energy	Performance was as expected	Pf	Forces and motion	Performance was as expected	Pl	Light	Performance was as expected	Ps	Sound	Performance was as expected	Pb	The Earth and beyond	Performance was as expected	Scientific enquiry			Ec	Considering evidence and approach	Performance was as expected	Eo	Obtaining and presenting evidence	Performance was as expected	Ep	Planning from ideas and 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 Secondary 1 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 1 - Part 2 : List of Students' Results

Name of Teaching Group: S1 Science	Centre: Test School	Subject: SCIENCE
Number of Students: 6	Centre Number: T1234	Date: May 2012

Table of Students' Results

Any student who missed a paper has been omitted from the analysis on this page.

Student No.	Student Name	Results (Cambridge Secondary 1 Checkpoint scores)				
		Science	Biology	Chemistry	Physics	Scientific enquiry
1	TEST Candidate 1	4.1	4.7	3.4	4.3	3.7
2	TEST Candidate 2	4.3	4.7	3.6	4.1	5.0
3	TEST Candidate 3	5.1	6.0	3.4	5.2	5.7
4	TEST Candidate 4	4.7	5.8	4.1	4.7	4.0
5	TEST Candidate 5	5.3	5.8	4.3	6.0	5.3
6	TEST Candidate 6	6.0	6.0	5.5	6.0	5.3
	Class Average	4.9	5.5	4.1	5.1	4.8

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. 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, Material Changes (Cc) in Chemistry was identified as an area where performance was worse than expected. 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 four 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 Secondary 1 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 Secondary 1 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: Test School	Subject: SCIENCE																																																																												
Number of Students: 18	Centre Number: T1234	Date: May 2012																																																																												
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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 total entry*.

- The whole group of Cambridge Secondary 1 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 Secondary 1 Checkpoint score on the subject as a whole and on each of the main strands is shown.

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	6.0	3.8	3.1	2.9	2.9	2.1
13 and under	English	1.4	4.5	3.5	3.6	3.4	2.5
13 and under	All	7.4	3.9	3.2	3.0	3.0	2.2
Age in years	First Language						
14	Not English	38.8	4.1	3.2	3.1	3.2	2.3
14	English	12.3	3.9	3.1	2.9	3.1	2.2
14	All	51.1	4.1	3.2	3.1	3.2	2.3
Age in years	First Language						
15 and over	Not English	30.9	3.8	3.0	2.9	3.1	2.1
15 and over	English	10.5	3.7	3.0	2.7	3.0	2.2
15 and over	All	41.5	3.8	3.0	2.8	3.1	2.1
Age in years	First Language						
All	Not English	75.8	4.0	3.1	3.0	3.1	2.2
All	English	24.2	3.9	3.0	2.9	3.1	2.2
All	All	100.0	3.9	3.1	3.0	3.1	2.2

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.

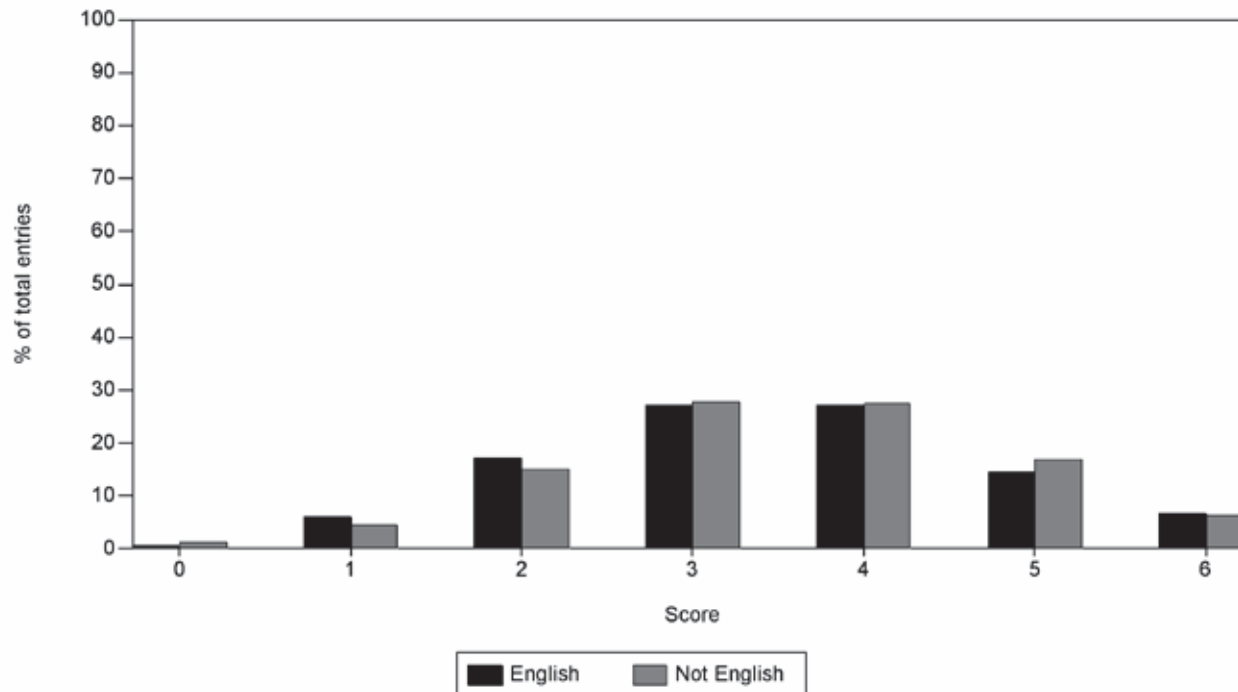
End of session reports

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 Secondary 1 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 language categories: a separate block diagram will show the distributions for the different age categories.
- The example shows the distribution of Cambridge Secondary 1 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 Secondary 1 Checkpoint total score for Science classified by student's first language.



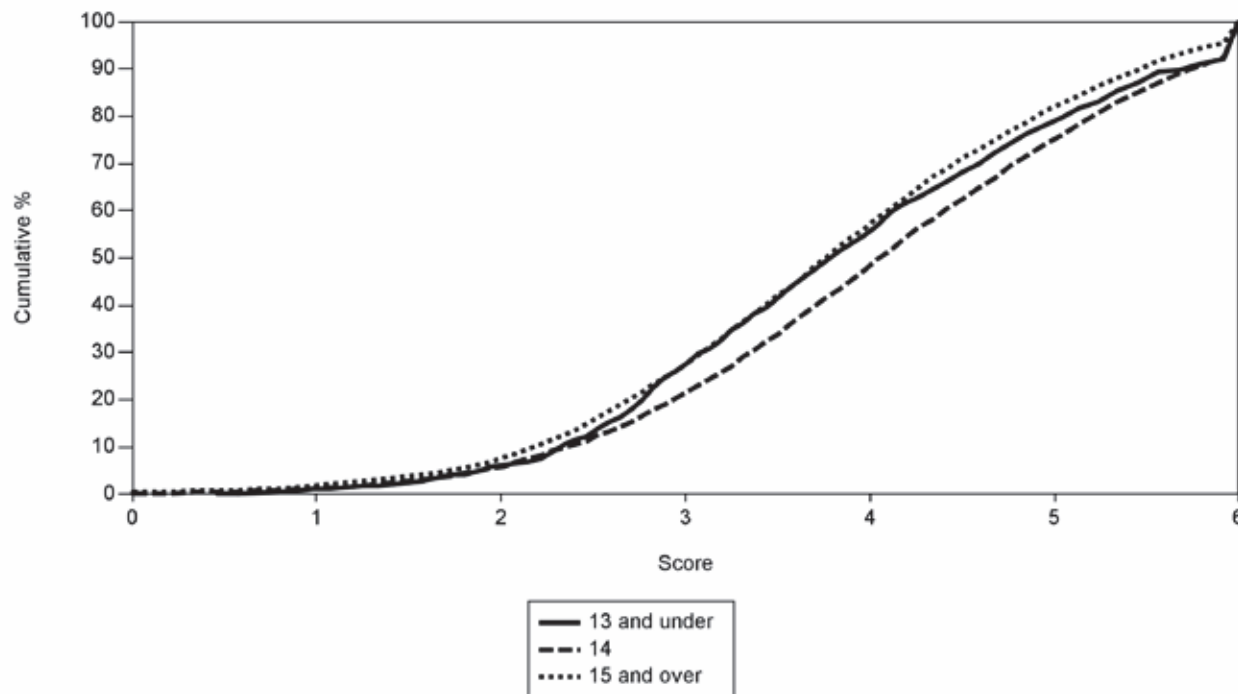
End of session reports

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 Secondary 1 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* also includes 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 Secondary 1 Checkpoint scores for the subject as a whole. Separate graphs are provided showing the Cambridge Secondary 1 Checkpoint scores on each of the main strand areas.

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.



Appendix

Cambridge Secondary 1 curriculum frameworks are divided into different content areas, known as strands and sub-strands. Cambridge Secondary 1 Checkpoint reports are based on analysis of learners' performance in the strands and sub-strands that are tested in Cambridge Secondary 1 Checkpoint tests. Some strands of the curriculum are not reported separately.

The table below lists the strands and sub-strands reported in Cambridge Secondary 1 Checkpoint.

English – strands, sub-strands and reporting codes in Cambridge Secondary 1 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

Appendix

English as a Second Language – strands, sub-strands and reporting codes in Cambridge Secondary 1 Checkpoint reports		
Strands	Sub-strands	Reporting codes
Reading	<ul style="list-style-type: none"> • Main idea • Gist / global meaning • Detail • Function 	Rm Rg Rd Rf
Usage	<ul style="list-style-type: none"> • General vocabulary • Collocation • Grammatical forms • Sentence structure • Language range and appropriacy 	Ug Uc Uf Ut UI
Writing	<ul style="list-style-type: none"> • Content • Communicative achievement • Organisation 	Wc Wa Wo
Listening	<ul style="list-style-type: none"> • Main idea • Gist / global meaning • Detail • Opinion / attitude / feeling 	Lm Lg Ld Lo

Appendix

Mathematics – strands, sub-strands and reporting codes in Cambridge Secondary 1 Checkpoint reports		
Strands	Sub-strands	Reporting codes
Number	<ul style="list-style-type: none"> • Integers, powers and roots • Place value ordering and rounding • Fractions, decimals, percentages, ratio and proportion • Calculation 	Ni Np Nf Nc
Algebra	<ul style="list-style-type: none"> • Expressions, equations and formulae • Sequences, functions and graphs 	Ae As
Geometry and measure	<ul style="list-style-type: none"> • Shapes and geometric reasoning • Position and movement • Length, mass and capacity • Time and rates of change • Area, perimeter and volume 	Gs Gp Gl Gt Ga
Handling data	<ul style="list-style-type: none"> • Planning and processing data • Interpreting and discussing results • Probability 	Dp Di Db

Appendix

Science – Strands, sub-strands and reporting codes in Cambridge Secondary 1 Checkpoint reports		
Strands	Sub-strands	Reporting codes
Scientific enquiry	<ul style="list-style-type: none"> • Planning from ideas and evidence • Obtaining and presenting evidence • Considering evidence and approach 	Ep* Eo Ec
Biology	<ul style="list-style-type: none"> • Plants • Humans as organisms • Cells and organisms • Living things in their environment • Variation and classification 	Bp Bh Bc Be Bv
Chemistry	<ul style="list-style-type: none"> • States of matter • Material properties • Material changes • The Earth 	Cs Cp Cc Ce
Physics	<ul style="list-style-type: none"> • Forces and motion • Electricity and magnetism • Energy • The Earth and beyond • Sound • Light 	Pf Pm Pe Pb Ps Pl

* Please note that the **Ep** reporting code covers both the *Ideas and evidence* and *Plan investigative work* sub-strands from the curriculum.

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
t: +44 (0)1223 553554 f: +44 (0)1223 553558
e: info@cie.org.uk www.cie.org.uk

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