Checkpoint Exams
21st – 23rd April 2015
Timetable issued in March

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The basics

- Venue: Auditorium
  (Combined sessions with Primary Checkpoint)
- The fee payable is RM110 per subject.
- For International Year 9 students the Checkpoint is compulsory and as such all fees are due by mid February 2015.
- Results are expected to be released in June 2015 (exact date not confirmed).
What is Checkpoint?

- Cambridge Checkpoint tests are designed for use in the final year of KS3 education.

- The results give schools an international benchmark of learner performance to identify and **address learning needs** *(diagnostic)* in English, Mathematics and Science.

**Not a PASS/FAIL Test**

- The tests are externally marked by Cambridge.
Strands for Each Subject

- English – Usage, Reading and Writing
- Mathematics – Geometry, Handling Data, Measure, Number, Problem Solving
- Science – Biology, Chemistry, Physics and Scientific Enquiry
Secondary Checkpoint - English

- 2 papers – 1 hour each
- Paper 1 is non-fiction text
- Paper 2 is fiction text
- Both papers test reading, comprehension and writing, while paper 1 also includes grammar, punctuation and vocabulary.
Secondary Checkpoint - English

Paper 1: non-fiction
- Reading for meaning
- Grammar: sentences and punctuation
- Writing non-fiction: for example, an article

Paper 2: fiction
- Reading for implications
- Analysing language
- Writing fiction: for example, a short story
Tree frogs are green. They make good pets. They are a particularly attractive species.

What sort of boy is Will? Write one phrase in your own words about his character.

Give a quotation from the passage to support your answer.
Section B: Writing Non-Fiction
Write an article for a school magazine about owning animals.

Section B: Writing Fiction
The weather plays a large part in our life. Write a story where the weather changes a secure friendly setting and atmosphere into a worrying setting and atmosphere.
Secondary Checkpoint - Mathematics

- 2 papers

- Paper 1 – 45 minutes, calculators NOT allowed.

- Paper 2 – 45 minutes, calculators ALLOWED

- All topics are covered in both papers
Secondary Checkpoint - Mathematics

Six content areas

• Number
• Algebra
• Geometry
• Measures
• Data handling
• Problem Solving
The first 5 content areas are all underpinned by

`problem solving`

which is the application of Mathematical skills.
Secondary Checkpoint - Mathematics

- Questions will be set on the
  1. Number,
  2. Algebra,
  3. Geometry,
  4. Measures and
  5. Data Handling sections of the Curriculum Framework in both papers
A group of students is asked how long they spend doing homework. The pie charts summarise the results.

Use the pie charts to decide whether each statement is true, false or there is not enough information to decide.

**Give a reason for each choice.**

(a) All of the boys spend less than 6 hours doing homework.
   
   True [ ]    False [ ]    Not enough information [ ]
   
   Reason .................................................................................. [1]

(b) The total number of boys is the same as the total number of girls.
   
   True [ ]    False [ ]    Not enough information [ ]
   
   Reason .................................................................................. [1]

(c) The boys’ mode is 6 hours.
   
   True [ ]    False [ ]    Not enough information [ ]
   
   Reason .................................................................................. [1]
<table>
<thead>
<tr>
<th>Part</th>
<th>Mark</th>
<th>Answer</th>
<th>Further Information</th>
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<tbody>
<tr>
<td>(a)</td>
<td>1</td>
<td>True indicated</td>
<td>In each part accept an equivalent reason</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reason: no sector for 6</td>
<td>In each part both the answer and the reason must be given</td>
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<tr>
<td>(b)</td>
<td>1</td>
<td>‘Not enough information’ indicated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reason: number of people not shown on chart</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>1</td>
<td>False indicated, mode is 4.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
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(b) Use the fact that

\[ 57.2 \times 13.15 = 752.18 \]

to write down the answers to the following.

(i) \[ 572 \times 1315 \]

\[ \underline{[1]} \]

(ii) \[ 75.218 \div 57.2 \]

\[ \underline{[1]} \]
(c) Here is part of Naomi’s maths homework.

\[ 342 \times 0.96 = 382.32 \]

Naomi’s answer is wrong.

Explain how you can tell she is wrong without working out the correct answer.
Secondary Checkpoint - Science

- 2 papers – 45 minutes each
- Calculators allowed for both papers
- All topics are covered in both papers
1. The diagram shows a plant cell.

(a) Name the parts labelled A, B and C.

A

B

C

(b) Why are chloroplasts important to plants?

(c) Name two structures present in a plant cell that are not present in an animal cell.

........................................................................................................... and .........................................................
Read this information about plants and animals in a garden. Use the information to answer the questions.

- A gardener grows cabbages in her garden.
- Some of the cabbages are eaten by caterpillars.
- Birds eat some of the caterpillars.
- Snakes eat some of the birds.

(a) (i) Use the information to complete the food chain. Write your answers in the boxes.

[ ] → [ ] → [ ] → [ ]

[2]

(ii) Name one organism in the food chain which is a predator.

.................................................................................................................. [1]

(iii) Which organism is a producer?

.................................................................................................................. [1]
Preparation

- Checkpoint is designed to be a diagnostic test for year 9 based on their previous years of learning.
- It is not a test of 1 year’s knowledge but of all previous years ‘ teaching, particularly Key Stage 3.
- Although it is a diagnostic test of a students learning, it would be unfair to expect students to be exposed to these exams without some preparation.

<table>
<thead>
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<th>International School</th>
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<td>Practice Questions</td>
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<tr>
<td>Ability group learning (3-4 groups)</td>
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<tr>
<td>Focused exam question teaching</td>
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Checkpoint Result

Two documents are given for every subject for each learner. Exam scripts are not returned.

1. Report for Student:
   ▪ Learners’ strengths, questions they answered well compared to similar ability students.
   ▪ Learners weaknesses, questions where their answers were below those of similar ability students.
   ▪ Overall subject result, result of each strand and scoring explanation.

2. Statement of Achievement ‘attractively presented’:
   Range 0.0 – 6.0 (6.0 highest) (Note these are not NC levels)
Report for school

The diagnostic reports generated by Cambridge Checkpoint enable schools to:

- tailor individual learners' learning programmes
- monitor group and individual performance
- provide information for reporting to parents
- compare the performance of all learners taking tests in that session
- manage learning programmes within schools as learners move between schools
- predict performance in learners' formal examinations