Enquiries about results

Service 9: Report on the work of a group of candidates

We offer you this service so you can receive a report on the performance of a group of your candidates, based on their responses in a particular exam paper.

What can the report help you to do?

The report can help you improve your future teaching by developing a better understanding of how candidates performed in the exam. This may help you understand how your students can improve their performance in this exam in future series.

What information does the report contain?

The report will be written by one of our expert Assessment Specialists and will focus on the areas of strength and weakness in the candidates’ responses in the exam. The report will also state how candidates could improve their future performance, based on the performance of specific candidates in the group.

Can you see some examples from reports?

Below is an extract from a report for an English Literature exam. The full report comments on candidate performance in each question.

The two other candidates answered Question 7(b), which asked for a close detailed discussion of Soyinka’s presentation of Jane and Olunde in an extract from Scene 4. Candidate 1111 saw the scene ‘not as a battle of culture but a battle of perspective’, while candidate 2222 gave its context through an explanation of some of the plot. While this essay showed some grasp of the positions of each of the characters in the scene, more support was needed for points made. For example, it was stated that ‘Olunde … evidently has little or no respect for his father’, but no evidence from the text was cited. The essay showed basic acknowledgement of the content and the characters, but would have been improved with greater awareness of dramatic method. Candidate 3333 also relied on some narrative, but included some details from the dialogue to show Jane’s shock, for example. More analysis of this dialogue would have improved this response. The essay demonstrated clear understanding of the content and Soyinka’s concerns, but was much less clear on his dramatic methods, as sustained detail from the passage was not included. It is very important that responses to passage based (b) questions focus very closely on the writing of the selected extract.

The report comments on the responses of specific candidates and uses quotes from their responses to illustrate the point.

The report provides specific comments on how candidates could improve their responses. This can be useful for teachers in planning their future teaching.
Below is an extract from a report for a Mathematics exam. The full report comments on candidate performance in each question, using examples from specific candidates’ responses to illustrate points.

**Question 7**

Candidate 1111 and 2222, the highest-performing candidates, gave the correct list of integers, 3, 4, 5, 6. The common errors were to include the integer 2 or to give the inequality, $2 < x \leq 6$. This inequality is correct for the diagram and showed good understanding of what the diagram represented but candidates did not read the question carefully enough to realise what was being asked of them. You can also see these areas for candidate development in responses to **Question 12**, which is also assessing understanding of inequalities.

**Question 8**

(a) Four candidates responded to this correctly. Candidate 1111 made an arithmetic error when dividing 48 by 8 but could not gain a mark as this question was only worth the one mark. Candidate 2222 started by dividing eight by three to give 2.6 (a truncation) and then stopped. As this question was phrased as a sentence, rather than presented as a calculation, it is more difficult for candidates as they have to form the calculation themselves (see **Question 20** for a similar question structure). Further practice of this would be beneficial.

(b) Five candidates gave the correct answer. The errors were to give 0.05 (this needed to be multiplied by 100 – candidate 4444) or to give 20% as the answer (candidates 5555 and 6666)

(c) Three candidates gave the correct answer. Others made errors in the division (candidate 1111) or gave the correct digits, but placed the decimal point incorrectly (candidate 2222).

How can you find out more?

You can find more information about the enquiries about results services we offer on our website at [www.cambridgeinternational.org/ear](http://www.cambridgeinternational.org/ear)