



Government of Bermuda
Department of Education

**System-Wide Summary Report For
External Examination Diagnostic Results- 2025**

Senior, Middle and Primary Level
(Cambridge Checkpoint and IGCSE)

December 2025

Background

The purpose of this report is to provide the results of the 2024- 2025 Cambridge International Diagnostic Examinations for the primary, middle and senior levels of the Bermuda Public School System. The data represents a point-in-time snapshot, along the learning continuum, offering insight into learners' current status but not reflecting their growth or changes over time. This snapshot helps us understand where students are in their learning at this particular time, while recognizing that ongoing progress and development are not depicted in these results. Diagnostic Assessment results, are intended to provide schools with direction for future instruction and supporting targeted learning strategies for each learner.

The Cambridge Primary Checkpoint offered at the end of Primary 6 (Key Stage 2), and the Lower Secondary Checkpoint, offered at the end of Middle 3 (Key Stage 3), evaluate students' mastery in English, Mathematics, and Science; and the Cambridge IGCSE is the culmination of the study of Cambridge Upper Secondary (ages 14–16) courses.

Cambridge Checkpoints at Primary 6 and Middle 3 are not pass/fail qualifications and are not intended to be used as competitive assessments to rank schools. Instead, they objectively evaluate student performance, reflecting current understanding, skills, strengths, and learning gaps against the international average benchmark.

For the Cambridge IGCSE, its purpose is to measure and certify subject mastery against an international benchmark. The IGCSE uses a grading scale from A* to G, with A* representing the highest achievement and G, the minimum passing grade, indicating basic understanding. A grade of U denotes that the required standard was not met.

The DOE has undertaken a number of actions to improve student performance based on assessment results, which are also aligned with the Ministerial decision of education stabilisation. School leaders received updated training to develop school improvement plans with SMART objectives to increase Reading, Mathematics, and Science performance. These expectations require schools to: i) analyse data to identify trends, patterns, strengths, challenges and gaps to target practices, protocols, processes, policies and professional development; ii) establish indicators of progress, such as common formative assessments, benchmark scores, growth data, and other authentic progress indicators, determine the best frequency for review, and establish a calendar to report progress to staff, students, parents, and the DOE (and board of governors, if applicable).

Cambridge International Education
Primary 6, Middle 3 and IGCSE Results

Primary 6 Cambridge Checkpoint Results May 2025

School ID	Subject	School Average	Subject	School Average	Subject	School Average
International Average	English	33	Math	31	Science	31
501-EE	English	16	Math	5	Science	7
502-SG	English	19	Math	15	Science	14
503-DD	English	20	Math	27	Science	24
504-FP	English	24	Math	15	Science	16
505-HS	English	26	Math	21	Science	22
506-EP	English	14	Math	8	Science	10
507-PP	English	17	Math	15	Science	15
508-VS	English	17	Math	10	Science	8
509-NP	English	24	Math	13	Science	12
510-WP	English	22	Math	13	Science	17
511-GI	English	24	Math	14	Science	20
512-PG	English	18	Math	12	Science	10
513-PV	English	19	Math	11	Science	13
515-PR	English	25	Math	16	Science	18
516-DT	English	22	Math	16	Science	20
517-WE	English	21	Math	13	Science	16
518-SP	English	16	Math	9	Science	9

**Middle 3 Cambridge Checkpoint Results
May 2025**

School ID	Subject	School Average	Subject	School Average	Subject	School Average
International Average	English	34	Math	31	Science	31
602-WI	English	39	Math	17	Science	26
603-DW	English	28	Math	13	Science	12
605-SS	English	21	Math	18	Science	16

Senior School IGCSE Results
June 2025

Course	School	# Results Issued	# A* - C	% A* - C	International % for A* - C	# D-G	# U
Accounting	TBI	2	2	100%	73%	0	0
Biology	CBA	48	3	6%	75%	31	14
Biology	TBI	58	8	14%	75%	45	5
Chemistry	CBA	2	0	0%	83%	1	1
Chemistry	TBI	19	2	11%	83%	16	1
Combined Science	CBA	22	0	0%	69%	15	7
Combined Science	TBI	27	3	11%	69%	20	4
Co-Ordinated Sciences	TBI	25	17	68%	82%	8	0
English as a Second	TBI	3	2	67%	71%	1	0
First Language English	CBA	65	19	29%	84%	44	2
First Language English	TBI	131	78	60%	84%	53	0
Geography	CBA	23	10	43%	72%	13	0
Global Perspectives	TBI	8	4	50%	83%	4	0
History	CBA	12	4	33%	76%	8	0
History	TBI	25	10	40%	76%	14	1
Information & Communication	CBA	3	0	0%	74%	2	1
Marine Science	CBA	6	0	0%	68%	6	0
Mathematics	CBA	74	6	8%	71%	42	26
Mathematics	TBI	144	49	34%	71%	84	11
Physics	CBA	16	3	19%	81%	10	3

Physics	TBI	18	5	28%	81%	11	2
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