GUIDELINES FOR THE CONDUCT OF THE LISTENING COMPREHENSION EXAMINATION

ALL INSTRUCTIONS ARE TO BE GIVEN IN ENGLISH

The instructions are in the audio CD and students are expected to listen to the audio CD recordings during the Listening Comprehension Examination. The Teacher’s Copy, which includes the instructions, texts and tasks set, is to be read by teachers ONLY when the audio CD does not function properly.

RESOURCES

Teacher: Audio CD, Reading Text and Questions
Each pupil: Pen and Examination Paper

PROCEDURE

a) 5 minutes  Students read the questions.
b) 3 minutes  The text is heard for the first time.
   (Students may start writing if they wish to.)
c) 7 minutes  The questions are read out and students answer them.
d) 3 minutes  The text is heard for the second time.
e) 7 minutes  The questions are read out again and students answer any unanswered questions.
f) 5 minutes  Final revision of answers by students

Questions 1 to 12 (1 mark each) = 12 marks
Questions 13 (a to h) (½ mark each) = 4 marks
Questions 14 (a and d) (1 mark each) = 4 marks  TOTAL 20 MARKS
Instruction 1: You have five minutes to read the questions silently. Do not write anything.
(Students read the questions silently for 5 minutes.)

Instruction 2: Listen carefully as I read the passage An Unforgettable Dog. (You may start writing as you listen.)

1. Ruby, her friend Sid and her Dad were on their way home after a day out at the Flight Museum.
2. “Stop the car, Dad!” Ruby said. “Look, Sid, look at the lamp post.”
3. “What is it?” Dad said.
4. “Please stop, Dad!” said Ruby. “Stop there, under the street light.”
5. Ruby’s dad steered the car towards the kerb. Ruby and Sid unclicked their seat belts and jumped out of the car.
6. “Where are you going?” her dad called.
7. Ruby and Sid could clearly see the poster under the copper beam of the street light. It was a hand-drawn picture of a small, white and ginger dog. It said: Please help us find Jack Pepper.
8. “It is him, isn’t it?” Ruby said.
9. “You wouldn’t forget that dog,” said Sid.
10. Ruby looked at every detail of the drawing. There couldn’t be two dogs like this, two dogs called Jack Pepper.
11. Ruby’s dad left the car engine running and got out to see what the children were staring at. “Ruby it’s freezing out here. What is so important …”
12. “We found this little dog at the park once,” said Ruby.
13. “We rescued him,” said Sid.
14. “That must be Lucy’s phone number,” she said. “Do you remember her, Sid? Dad I need to find out if Jack’s OK.”
15. Ruby’s dad had already tapped the phone number into his mobile and pressed call. He handed it to Ruby. “Find out,” he said.
16. But it wasn’t Lucy who answered. It was a young boy called Leo.
17. “Hello?” Ruby said “I’m phoning about the lost dog. I knew a little dog called Jack Pepper three years ago. His owner was called Lucy Allen.”
18. Sid and Ruby’s dad watched as Ruby listened to the voice on the end of the phone … Finally she said goodbye.
19. “Well?” Sid and her dad said at once.
20. Ruby smiled. “They found him. He’s safe.”

(Adapted from Jack Pepper by Sarah Lean)
Instruction 3: Now I will read the questions to you once. Listen to the exercises and complete them.

Tick ( ✓ ) the correct word, phrase or sentence to answer the questions.

1. Who was Sid?
   a) Ruby’s Dad
   b) Ruby’s brother
   c) Ruby’s friend
   d) Ruby’s dog

2. Where were they going to?
   a) the Flight Museum
   b) home
   c) the park
   d) Lucy’s home

3. What time of day was it?
   a) early in the morning
   b) at noon
   c) at sunrise
   d) in the evening

4. Where did Ruby’s Dad stop the car?
   a) in the middle of the street
   b) in a car park
   c) far away from the street light
   d) near the street light

5. Why did Ruby want Dad to stop the car?
   a) She wanted to look closely at the poster.
   b) She wanted to take a photo of the dog.
   c) She wanted to phone her friend.
   d) She wanted to walk the rest of the way.

6. What did Jack Pepper look like?
   a) huge, white and grey
   b) tiny, white and ginger
   c) small, white and black
   d) large, white and brown

7. What was the weather like?
   a) It was very hot.
   b) It was windy.
   c) It was sunny.
   d) It was very cold.
8. Why did Ruby want to speak to Lucy?
   a) to find out if Lucy was at home
   b) to find out if Jack was safe
   c) to find out if Jack was at the park
   d) to find out if Lucy still remembered her

(4-seconds pause)

9. What did Ruby’s dad give her?
   a) a coat
   b) a scarf
   c) his mobile phone
   d) his keys

(4-seconds pause)

10. When did Ruby last see Jack?
    a) a year ago
    b) four years ago
    c) three months ago
    d) three years ago

(4-seconds pause)

11. What did Ruby listen to?
    a) Leo’s answer
    b) Lucy’s explanation
    c) Sid’s explanation
    d) Dad’s answer

(4-seconds pause)

12. Why did Ruby smile?
    a) The dog was lost.
    b) The dog was gone.
    c) The owners had no idea where the dog was.
    d) The owners knew where the dog was.

(4-seconds pause)

13. **Put a tick (✓) to show whether each sentence is TRUE or FALSE.**
    a) The children visited the zoo. (4-seconds pause)
    b) Ruby’s seat belt was fastened before the car stopped. (4-seconds pause)
    c) The street light was on. (4-seconds pause)
    d) There was a photograph of the dog on the poster. (4-seconds pause)
    e) The drawing was a true picture of Jack Pepper. (4-seconds pause)
    f) Ruby’s Dad switched off the car engine. (4-seconds pause)
    g) This was the first time Jack Pepper got lost. (4-seconds pause)
    h) Ruby’s Dad tapped the phone number into the mobile. (4-seconds pause)
14. Fill in the blanks with a suitable WORD.

a) Ruby’s Dad drove the __________________ towards the edge of the pavement. (4-seconds pause)

b) There was only one dog that looked __________________ the one in the poster. (4-seconds pause)

c) Sid ____________ saving the little dog they found at the park. (4-seconds pause)

d) Ruby smiled because Jack was not in __________________ of being harmed. (4-seconds pause)

Instruction 4: I will read the passage and the questions to you a second time. You may complete any unanswered questions as I read. (The passage and questions are read a second time.)

Instruction 5: You have now five minutes to check your answers, and complete any unanswered questions. (Students revise and / or complete unanswered questions.)

This is the end of the Listening Comprehension Examination.
DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
Department of Curriculum Management
Educational Assessment Unit

Annual Examinations for Primary Schools - Sample

Year 4 ENGLISH Time: 30 minutes
(Listening Comprehension)

Name: ________________________________ Class: ______

Total: _____ MARKS
Tick (✓) the correct word, phrase or sentence to answer the questions.

1. Who was Sid?
   a) Ruby’s Dad
   b) Ruby’s brother
   c) Ruby’s friend
   d) Ruby’s dog

2. Where were they going to?
   a) the Flight Museum
   b) home
   c) the park
   d) Lucy’s home

3. What time of day was it?
   a) early in the morning
   b) at noon
   c) at sunrise
   d) in the evening

4. Where did Ruby’s Dad stop the car?
   a) in the middle of the street
   b) in a car park
   c) far away from the street light
   d) near the street light

5. Why did Ruby want Dad to stop the car?
   a) She wanted to look closely at the poster.
   b) She wanted to take a photo of the dog.
   c) She wanted to phone her friend.
   d) She wanted to walk the rest of the way.

6. What did Jack Pepper look like?
   a) huge, white and grey
   b) tiny, white and ginger
   c) small, white and black
   d) large, white and brown
7. What was the weather like?
   a) It was very hot.  
   b) It was windy.  
   c) It was sunny.  
   d) It was very cold. 

8. Why did Ruby want to speak to Lucy?
   a) to find out if Lucy was at home 
   b) to find out if Jack was safe 
   c) to find out if Jack was at the park 
   d) to find out if Lucy still remembered her 

9. What did Ruby’s dad give her?
   a) a coat  
   b) a scarf  
   c) his mobile phone  
   d) his keys 

10. When did Ruby last see Jack?
    a) a year ago  
    b) four years ago 
    c) three months ago  
    d) three years ago 

11. What did Ruby listen to?
    a) Leo’s answer  
    b) Lucy’s explanation  
    c) Sid’s explanation  
    d) Dad’s answer 

12. Why did Ruby smile?
    a) The dog was lost.  
    b) The dog was gone.  
    c) The owners had no idea where the dog was.  
    d) The owners knew where the dog was.  

(12 × 1 mark = 12 marks)

PLEASE TURN THE PAGE
13. Put a tick (✓) to show whether each sentence is TRUE or FALSE.

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The children visited the zoo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Ruby’s seat belt was fastened before the car stopped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The street light was on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) There was a photograph of the dog on the poster.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) The drawing was a true picture of Jack Pepper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Ruby’s Dad switched off the car engine.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) This was the first time Jack Pepper got lost.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Ruby’s Dad tapped the phone number into the mobile.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(8 × ½ mark = 4 marks)

14. Fill in the blanks with a suitable WORD.

a) Ruby’s Dad drove the ______________ towards the edge of the pavement.

b) There was only one dog that looked ______________ the one in the poster.

c) Sid ______________ saving the little dog they found at the park.

d) Ruby smiled because Jack was not in ______________ of being harmed.

(4 × 1 mark = 4 marks)

END OF LISTENING COMPREHENSION PAPER
Annual Examinations for Primary Schools - Sample

Year 4 ENGLISH Time: 1h 15 min
(Reading Comprehension, Language, and Writing)

Name: ___________________________ Class: ____________

Total: 60 marks
A. Reading Comprehension

A. 1. Read the following information about milk.

- Grass helps cows live, grow and make milk. The milk is made in their udder.
- Farmers use milking machines to milk cows. The warm milk that comes out of the cow is refrigerated. Cooling the milk stops bad germs growing in it.
- Trucks take the milk to the milk factory where it is cleaned and placed in cartons.

Put the following sentences in the correct order. (3 marks)

<table>
<thead>
<tr>
<th>Cows make milk.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cows eat grass.</strong></td>
<td>1</td>
</tr>
<tr>
<td>The milk is cooled.</td>
<td></td>
</tr>
<tr>
<td>The milk is cleaned.</td>
<td></td>
</tr>
<tr>
<td>Trucks take the milk to the factory.</td>
<td></td>
</tr>
<tr>
<td>Cartons are filled with milk.</td>
<td></td>
</tr>
<tr>
<td>Farmers milk the cows.</td>
<td></td>
</tr>
</tbody>
</table>

_Underline_ the correct word in brackets. (1 mark)

_a) The cow’s udder (cleans, chills, holds) the milk._

_b) Germs grow in (warm, cold, clean) milk._
A. 2. Read the following passage carefully.

Never Upset Monster Frid

Monster Frid lived in a rock on a hill above a village.

The villagers spoke politely when they went near the rock and they put out crumbs by it and milk for Frid.

The village dogs behaved even better than the people, because once long ago a dog made the Frid angry and something bad happened to it.

One day a new dog called Winsome arrived at the village. She had very long hair on her back, and hair on her head, legs and tail.

The village dogs took Winsome for a walk up the path that led towards the Frid rock. As they got closer to the rock, the village dogs got quieter and quieter but Winsome didn’t.

“It’s best to be quiet when we go past the Frid rock,” said the basset hound.

“Quiet?” yapped Winsome loudly. “Why should I be quiet because of some ridiculous rock?”

Winsome trotted up to the base of the rock. She snuffled at the crumbs and gobbled them up.

The spaniel whimpered with terror.
Then Winsome went round the rock and found a saucer of fresh milk.

“No!” yelped the basset hound. “Not the Frid’s milk!”

Winsome took no notice. She lapped the milk greedily until every single drop of milk was gone.

The other dogs escaped. A frightful silence fell. The earth trembled and on the face of the Frid rock there appeared an eye. With a crack the rock split to form a mouth.

“SCROOMPH!” said the Frid. “SQWILLOP!”

As it spoke these dreadful words, Winsome was lifted up and sucked slowly, into the hole.

The hole closed. The eye vanished, and Winsome was gone.

(Adapted from *Never Steal Milk From A Frid* by Eva Ibbotson)

1. Tick (√) to show the correct answer.

i) Where did Monster Frid live? (1 mark)

a) inside a rock

b) at the base of a rock

c) on a rock

d) under a rock

ii) Who left crumbs and milk by the rock? (1 mark)

a) Frid

b) Winsome

c) the people

d) the dogs
2. Tick (✓) to show whether each sentence is True or False. (3 marks)

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>The rock was on a hill above the village.</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>The people were rude when they went near the rock.</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>The spaniel warned Winsome.</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>The milk was in a bowl.</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>The milk belonged to the Frid.</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Winsome ran away when the Frid shouted.</td>
<td></td>
</tr>
</tbody>
</table>

3. Match (4 marks)

<table>
<thead>
<tr>
<th>The basset hound was</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Winsome was</td>
<td></td>
</tr>
<tr>
<td>The spaniel was</td>
<td></td>
</tr>
<tr>
<td>The Frid was</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>daring.</td>
<td></td>
</tr>
<tr>
<td>scared.</td>
<td></td>
</tr>
<tr>
<td>wise.</td>
<td></td>
</tr>
<tr>
<td>angry.</td>
<td></td>
</tr>
</tbody>
</table>

4. Answer the following questions. (3 marks)

a) What did Winsome do immediately before the earth trembled?
   She ____________________________________________________________
   ____________________________________________________________.
   (2 marks)

b) How did the rock change after the earth trembled?
   i) ___________________________________________________________
   ii) _________________________________________________________.
   (2 marks)

c) Why did Winsome end up in the hole?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   (3 mark)
B. Language

B. 1. Read the passage carefully.
Fill in the blanks to complete the sentences.
Use each given word only once.
The first* one is an example.  

<table>
<thead>
<tr>
<th>open</th>
<th>nice</th>
<th>long</th>
<th>safe</th>
<th>wise</th>
<th>hairless</th>
</tr>
</thead>
</table>

After a long* while the dogs returned and waited from a __________ distance.  
Then the eye appeared once again. The hole gaping __________ and out on to the ground it spat something without hair.  

The Frid closed up again. Slowly the dogs crawled forward.

“Good heavens!” said the sheepdog. “Look it’s Winsome! She’s still wearing her collar.”

And in that moment, the __________, __________ sheepdog recalled what his great grandmother had told him years and years before.

“I remember now,” he said, “what a Frid is. A Frid is a monster that turns dogs __________.”

The five dogs dragged Winsome to the village, and took care of her. Winsome became quite a __________ dog but her hair never grew again.
B. 2. Read the sentences.
Join the sentences with and, or, but, because or so.
Each word can be used only once.
Use the correct punctuation. (5 marks)

Example: You can go shopping at the supermarket. You can eat out.
“You can go shopping at the supermarket and you can eat out.”

1. I want to buy a paint brush. I want to buy some water colours.

2. Aunt Faye needs a car wash cloth. There aren’t any on the shelf.

3. Your watch has stopped working. You can ask the sales assistant for a battery.

4. We can go to the restaurant at the corner. We can buy a snack from a food kiosk.

5. We have to go home after lunch. Aunt Faye is taking us to the cinema.
C. Writing

C. 1. **Read about how Fiona and Russell made a smoothie.**

   **Complete the recipe.** (6 marks)

Yesterday, Russell and I blended a strawberry, mango and banana smoothie. We peeled and chopped the fruit. We put the fruit and the milk in the blender. Then we added the sugar.

We remembered to put the lid on the blender before we turned it on. It was ready in one minute. Then Fiona and I poured it into glasses. It was delicious!

<table>
<thead>
<tr>
<th>Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 large cup of milk</td>
</tr>
<tr>
<td>A teaspoon of sugar</td>
</tr>
<tr>
<td>15 strawberries</td>
</tr>
<tr>
<td>1 mango</td>
</tr>
<tr>
<td>2 bananas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peel and chop the fruit.</td>
</tr>
</tbody>
</table>
| 2. ___________________________________________________________________
   ___________________________________________________________________
| 3. ___________________________________________________________________
   ___________________________________________________________________ |
| 4. ___________________________________________________________________
   ___________________________________________________________________ |
C. 2. Look carefully at the friendly monsters below. Write a sentence to describe each monster in detail. (6 marks)

Example:
This egg-shaped monster has one round eye, skinny arms, two large hands with four fingers and a wide mouth with two sharp teeth.

______________________________________
______________________________________
______________________________________
______________________________________
______________________________________

Example:
______________________________________
______________________________________
______________________________________

Example:
______________________________________
______________________________________
______________________________________

______________________________________

______________________________________
C. 3. Composition (18 marks)

Write ten sentences or a paragraph, between 70 and 100 words, on ONE of the following:

1. Picture Composition: Fun at the Beach

Look at the pictures carefully. The pictures show children having fun at the beach. Write about what you see and do at the beach.

The following words and phrases may help you: sandcastles, bucket and spade, beach ball, swimming, snorkelling, rowing a boat.

2. Write about Dragons.

Use the given information.

<table>
<thead>
<tr>
<th>Description</th>
<th>Can do</th>
<th>Can be</th>
<th>Food</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>scaly bodies and tails</td>
<td>fly</td>
<td>fierce or</td>
<td>rats</td>
<td>live in caves</td>
</tr>
<tr>
<td>may have wings, claws, horns</td>
<td>breath fire</td>
<td>kind and</td>
<td>snakes</td>
<td>have magical powers</td>
</tr>
<tr>
<td>2 or more: legs, heads</td>
<td>collect gold</td>
<td>helpful</td>
<td>bats</td>
<td>found in stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>humans</td>
<td></td>
</tr>
</tbody>
</table>

3. Write a letter to your grandparents to thank them for the present they gave you on your birthday.

4. Write a story about The Talking Tree and Its Secret.

You were walking along a path in the countryside when a tree spoke to you and told you its secret. Write the story.
Title Number: ________

Plan your writing in the space below.
Title Number: __________

Use your plan to write about the title.
Write between 70 and 100 words. Write neatly and correctly.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

END OF PAPER
In questions 1 to 12, if more than one option is ticked, the answer is to be marked as incorrect.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>c) Ruby’s friend</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>b) home</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>d) in the evening</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>d) near the street light</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>a) She wanted to look closely at the poster.</td>
<td>1 mark</td>
</tr>
<tr>
<td>6.</td>
<td>b) tiny, white and ginger</td>
<td>1 mark</td>
</tr>
<tr>
<td>7.</td>
<td>d) It was very cold.</td>
<td>1 mark</td>
</tr>
<tr>
<td>8.</td>
<td>b) to find out if Jack was safe</td>
<td>1 mark</td>
</tr>
<tr>
<td>9.</td>
<td>c) his mobile phone</td>
<td>1 mark</td>
</tr>
<tr>
<td>10.</td>
<td>d) three years ago</td>
<td>1 mark</td>
</tr>
<tr>
<td>11.</td>
<td>a) Leo’s answer</td>
<td>1 mark</td>
</tr>
<tr>
<td>12.</td>
<td>a) The owners knew where the dog was.</td>
<td>1 mark</td>
</tr>
<tr>
<td>13. a)</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>13. b)</td>
<td>True</td>
<td>½ mark</td>
</tr>
<tr>
<td>13. c)</td>
<td>True</td>
<td>½ mark</td>
</tr>
<tr>
<td>13. d)</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>13. e)</td>
<td>True</td>
<td>½ mark</td>
</tr>
<tr>
<td>13. f)</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>13. g)</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>13. h)</td>
<td>True</td>
<td>½ mark</td>
</tr>
<tr>
<td>14. a)</td>
<td>car</td>
<td>1 mark</td>
</tr>
<tr>
<td>14. b)</td>
<td>like</td>
<td>1 mark</td>
</tr>
<tr>
<td>14. c)</td>
<td>remembered / recalled</td>
<td>1 mark</td>
</tr>
<tr>
<td>14. d)</td>
<td>danger</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

No marks are to be deducted for spelling errors in 14 a, 14 b, 14 c and 14 d. (If the writing of a word is illegible and/or the word is not clearly communicated to the marker, the mark should not be allotted.)
## Year 4 ENGLISH MARKING SCHEME

(Reading Comprehension, Language, and Writing)

### A. Reading Comprehension (20 marks)

#### A. 1. (6 × ½ mark = 3 marks)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cows make milk.</td>
<td>2</td>
</tr>
<tr>
<td>Cows eat grass.</td>
<td>1</td>
</tr>
<tr>
<td>The milk is cooled.</td>
<td>4</td>
</tr>
<tr>
<td>The milk is cleaned.</td>
<td>6</td>
</tr>
<tr>
<td>Trucks take the milk to the factory.</td>
<td>5</td>
</tr>
<tr>
<td>Cartons are filled with milk.</td>
<td>7</td>
</tr>
<tr>
<td>Farmers milk the cows.</td>
<td>3</td>
</tr>
</tbody>
</table>

- a) **holds**,  b) **warm** (2 × ½ mark = 1 mark)

#### A. 2. (2 × 1 mark = 2 marks)

1. 
   - i) a) **inside a rock**  
   - ii) c) **the people**

#### A. 3. (6 × ½ mark = 3 marks)

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>✓</td>
</tr>
<tr>
<td>b)</td>
<td>✓</td>
</tr>
<tr>
<td>c)</td>
<td>✓</td>
</tr>
<tr>
<td>d)</td>
<td>✓</td>
</tr>
<tr>
<td>e)</td>
<td>✓</td>
</tr>
<tr>
<td>f)</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### A. 4. (4 × 1 mark = 4 marks)

The basset hound was **daring**.
Winsome was **scared**.
The spaniel was **wise**.
The Frid was **angry**.

---

**English – Marking Scheme – Reading Compr., Language & Writing – Primary Schools – Year 4 - Sample**  Page 1 of 4
4. Award marks for comprehension.
No marks are to be deducted for punctuation, spelling and tense mistakes in questions a to c. Deduct ½ mark for every incomplete answer and incorrect syntax. (Not more than ½ mark per sentence is to be deducted.)

a) Reward answers with the following content.
She drank the (Frid’s) milk. (2 marks)

b) Do not deduct marks if the answer is written in one sentence.
Reward answers with the following content.

i) It had an eye. / An eye appeared on the face of the rock.
ii) It had a mouth. / The rock split to form a mouth. (2 marks)

c) Reward answers with the following content.
She had upset the monster.
OR She drank the monster’s / Frid’s milk (and / or she ate its crumbs). (3 marks)

B. Language (10 marks)

B. 1. Any spelling mistake forfeits the mark. (5 x 1mark = 5 marks)
safe, open, wise, hairless, nice

B. 2. Deduct 1 mark overall for any spelling or grammatical mistakes.
Deduct ½ mark overall for any punctuation mistake or omission. (Not more than ½ mark per sentence is to be deducted.) (5 marks)

1. I want to buy a paint brush and (I want to buy) some water colours.
2. Aunt Faye needs a car wash cloth but there aren’t any on the shelf.
3. Your watch has stopped working so you can ask the sales assistant for a battery.
4. We can go to the restaurant at the corner or (we can) buy a snack from a food kiosk.
5. We have to go home after lunch because aunt Faye is taking us to the cinema.

C. Writing (30 marks)

C. 1. Deduct ½ mark overall for any spelling mistakes.
Deduct 1 mark overall for any punctuation mistakes or omissions.
Award marks for suitable* and grammatically correct sentences. (6 marks)

Example:

2. Put the fruit and the milk in the blender.
3. Add the sugar. / Add a / one teaspoon of sugar.
4. Blend the ingredients for 1 minute and serve.
C. 2. Deduct \(\frac{1}{2}\) mark for every sentence if words are spelt incorrectly and / or for any punctuation mistakes. (Not more than 1 mark per description is to be deducted.) Award marks for suitable* and grammatically correct sentences.

* The writing has to be relevant to the purpose indicated in the instructions.  
(6 marks)

C. 3. Writing between 70 and 100 words.  
(18 marks)

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>0 marks</th>
<th>1 mark</th>
<th>2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No planning is evident / Only copied given prompts / listed prompts with no detail and/or totally irrelevant details</td>
<td>Planning with little detail, which might not be organized and / or totally relevant to the chosen title.</td>
<td>Detailed and organized planning which is relevant to the chosen title.</td>
<td></td>
</tr>
<tr>
<td><strong>Do not deduct marks for spelling, punctuation and grammar errors in the plan.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COHERENCE</th>
<th>0 marks</th>
<th>1 mark</th>
<th>2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No coherence in writing</td>
<td>Generally coherent writing</td>
<td>Fully or almost fully coherent writing</td>
<td></td>
</tr>
<tr>
<td>The writing shows a significant inability to communicate immediately with the reader. Ideas are not organized logically.</td>
<td>Information and ideas are presented with some organization.</td>
<td>Information and ideas are organized in a logical sequence within a paragraph.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COHESION</th>
<th>0 marks</th>
<th>1 mark</th>
<th>2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No cohesion in writing</td>
<td>Generally cohesive writing</td>
<td>Fully or almost fully cohesive writing</td>
<td></td>
</tr>
<tr>
<td>The writing is characterized by disjointed sentences. Poor or mistaken use of a very limited range of linking words and phrases.</td>
<td>Simple connectives <em>and, but, then</em> link clauses. Linking words and phrases are used appropriately, although there may be some over-use.</td>
<td>Writing marked by variety in subordinating connectives, including causal conjunctions e.g. <em>so, because, if ...</em> A range of linking words and / or phrases is used effectively.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTENCE FLUENCY</th>
<th>0 marks</th>
<th>1 mark</th>
<th>2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No use of sentence forms</td>
<td>Adequate range of sentence structures used</td>
<td>A wide range of sentence structures used effectively</td>
<td></td>
</tr>
<tr>
<td>The writing is characterized by a list of memorized words and phrases; or words and phrases copied from the title and given prompts. No punctuation is used.</td>
<td>The writing is characterized mainly by simple and compound sentences. Most sentences are demarcated by capital letters and full stops.</td>
<td>The writing is characterized by sentence rhythm – a combination of simple, compound, and complex sentences. Sentences are demarcated by capital letters, full stops, exclamation marks, and commas in lists.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTENCE ACCURACY</th>
<th>0 marks</th>
<th>1 mark</th>
<th>2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inaccurate structures</td>
<td>Generally accurate structures</td>
<td>Completely / Almost completely accurate structures</td>
<td></td>
</tr>
<tr>
<td>Errors in grammar prevail and distort the meaning.</td>
<td>The writing mostly has grammatically correct sentences, but some mistakes in grammar cause some difficulty for the reader.</td>
<td>The majority of sentences are accurate / Writing with only very few mistakes or inappropriacies.</td>
<td></td>
</tr>
<tr>
<td>SENTENCE ACCURACY (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 marks</td>
<td>1 mark</td>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td>Inaccurate punctuation Errors in punctuation prevail and distort the meaning.</td>
<td>Generally accurate punctuation The writing mostly has correctly punctuated sentences, but some punctuation mistakes and omissions reduce communication.</td>
<td>Completely / Almost completely accurate punctuation Range of punctuation is almost always / always used correctly, with little omission, to give clarity.</td>
<td></td>
</tr>
<tr>
<td>(more than 10 mistakes)</td>
<td>(between 5 and 10 mistakes)</td>
<td>(up to 4 mistakes)</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 marks</td>
<td>1 mark</td>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td>Inaccurate spelling Spelling mistakes prevail and distort the meaning.</td>
<td>Generally accurate spelling The writing of frequently used words is mostly correct. Some mistakes in spelling and word formation are evident.</td>
<td>Completely / Almost completely accurate spelling The writing has no or very few mistakes in spelling and / or word formation.</td>
<td></td>
</tr>
<tr>
<td>(more than 10 mistakes)</td>
<td>(between 5 and 10 mistakes)</td>
<td>(up to 4 mistakes)</td>
<td></td>
</tr>
<tr>
<td><strong>CHOICE AND RANGE OF VOCABULARY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 marks</td>
<td>1 mark</td>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td>Very simple vocabulary that fails to render the intended meaning A few words are used repetitively often inappropriately for the task. The writing is replete with Maltesisms in expression.</td>
<td>An adequate range of vocabulary conveying the intended meaning Mostly simple noun phrases are used with little expansion. Less common vocabulary is used, but there may be occasional inaccuracies in word choice and collocation.</td>
<td>An excellent range of vocabulary and idiomatic language effectively conveying the intended meaning Precise word choice and collocation fully support purpose and maintain interest. Effective use is made of content words and function words.</td>
<td></td>
</tr>
<tr>
<td><strong>TASK ACHIEVEMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 marks</td>
<td>1 mark</td>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td>Task not achieved The writing does not follow the given instructions.</td>
<td>Task partly achieved The writing is adapted to meet some of the requirements of the task, e.g. the appropriate form of writing; and / or the purpose of the text.</td>
<td>Task completely / almost completely achieved Skilful use of the correct form demanded by the genre. All language or presentational choices match the targeted audience and purpose. Style fits the genre, e.g. informal when writing a letter to a friend.</td>
<td></td>
</tr>
</tbody>
</table>

Mark the writing out of the total and then deduct 6 marks for totally irrelevant writing and 4 marks for partially irrelevant writing.

Deduct 4 marks if the writing is shorter than 60 words. Deduct 6 marks if the writing is shorter than 40 words.