

Annual Examinations for Middle Schools 2022

**YEAR 7** **ENGLISH** **MARKING SCHEME**

*Half marks are to be rounded up only after the global mark has been arrived at (e.g. 55½ =56). Full marks are to be awarded if the answer is legible and correct. Accuracy is only assessed in the Speaking and Writing Sections.*

**SECTION A: LISTENING**  
**LISTENING TEXT 1**

**15 MARKS**

A. Underline the correct answer.

**1 mark × 2 = 2 marks**

1. The purpose of this text is:

**ii) to give us information about how helpful technology is**

2. According to the text, technology is a sign of:

**iii) imagination**

B. Tick (✓) the THREE uses of technology as mentioned in this text.

**1 mark × 3 = 3 marks**

|                                   |   |
|-----------------------------------|---|
| Playing video games               |   |
| <b>Reading from an e-book</b>     | ✓ |
| <b>Checking your home is safe</b> | ✓ |
| Listening to podcasts             |   |
| <b>Following an online series</b> | ✓ |
| Watching music videos             |   |

**LISTENING TEXT 2**

A. Are the following TRUE or FALSE? Tick (✓) the correct box below.

**½ mark × 6 = 3 marks**

|                                                                                 | <b>T</b> | <b>F</b> |
|---------------------------------------------------------------------------------|----------|----------|
| 1. Rick Riordan started working on this book as soon as he had the idea for it. |          | ✓        |
| 2. Captain Nemo is a character in three novels written by Jules Verne.          |          | ✓        |
| 3. Rick Riordan did not enjoy reading Jules Verne's original novels.            | ✓        |          |
| 4. Verne wrote about technology that did not exist during his time.             | ✓        |          |
| 5. All the technological devices Verne wrote about exist today.                 |          | ✓        |
| 6. Rick Riordan talks about Jules Verne with admiration.                        | ✓        |          |

B. Match the two columns.

1 mark × 4 = 4 marks

|         |   |                                                               |
|---------|---|---------------------------------------------------------------|
| 0. 2008 | 4 | percentage discount when buying this new book                 |
| 1. 14   | 3 | number of days to currently travel around the world by sea    |
| 2. 80   | 1 | number of Disney directors present at dinner                  |
| 3. 40   | 0 | year in which Rick Riordan had the idea to write this story   |
| 4. 25   | 2 | number of hours to currently travel around the world by plane |

C. Underline the correct answer.

1 mark × 3 = 3 marks

- The title of Rick Riordan's new novel is (*The Mysterious Island*, *Journey to the Centre of the World*, **Daughter of the Deep**).
- (All the Classics Illustrated books, **The novels of Jules Verne with Captain Nemo**, Disney cartoons) inspired Rick Riordan to write his new book.
- One of the characters in this book is (Captain Nemo, **Captain Nemo's relative**, a deep sea creature).

SECTION B: READING COMPREHENSION

25 MARKS

TASK B1: SOURCE A

- Underline the correct answer.  
One is most likely to see this text in:  
**ii. a clinic**

1/2 mark

- Fill in these tables with information from Source A.

- Some subtitles (1,4,6,7) are missing. Match the following subtitles with the numbers in Source A. Write the corresponding number (1,4,6,7) in the table below.

1/2 mark x 4 = 2 marks

|             | Number   |
|-------------|----------|
| Rest Well   | <b>7</b> |
| Stay Active | <b>4</b> |
| Research    | <b>1</b> |
| Order smart | <b>6</b> |

- b. Some pictures (2,3,5,8) are missing. Match the following pictures with the correct number in Source A. Write the corresponding number (2,3,5,8) under the picture.  
 $\frac{1}{2}$  mark x 4 = 2 marks

|                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| <b>2</b>                                                                          | <b>8</b>                                                                          | <b>3</b>                                                                           | <b>5</b>                                                                            |

3. Underline the correct answer.  $\frac{1}{2}$  mark  
 How do the pictures help you understand the text?  
 ii. **They explain the content of the text better.**

#### TASK B2: SOURCE B

1. Underline the correct answer.  $\frac{1}{2}$  mark  
 What is Lexie Alford famous for?

**c) Being the youngest girl to see the whole world**

2. Find a part sentence of 6 words in paragraph 1 which shows that Lexie tried her best.  $\frac{1}{2}$  mark

**"to do everything in her power"**

3. "It wasn't just any record." What does the word "any" tell you about Lexie's record?  $\frac{1}{2}$  mark

*Accept any answer along these lines:*

**"Any" tells the reader that this particular record was very difficult to achieve and therefore Lexie did something extraordinary.**

4. What **TWO** things might have helped Lexie break this record?  $\frac{1}{2}$  mark x 2 = 1 mark  
*Accept any two of the following:*

- 1. Her mother owns a travel business.**
- 2. Her mother always took Lexie with her on her travels.**
- 3. At 18 years of age, Lexie had already visited 70 countries.**

5. Write the numbers 2 to 6 on the line next to the events according to how Lexie planned her travels, to show the order in which they occurred. The first one has been done for you.  $\frac{1}{2}$  mark x 5 = 2 $\frac{1}{2}$  marks

|    |                                                              |
|----|--------------------------------------------------------------|
| 1  | a. Lexie broke down the world into regions.                  |
| 5. | b. She enjoyed a long journey through Asia.                  |
| 3. | c. She went further down through South America.              |
| 6. | d. She went to the South Pacific island nations.             |
| 2. | e. She travelled through Central America.                    |
| 4. | f. She visited European countries she had previously missed. |

6. According to the text, what **TWO** things did Lexie most look forward to during her travels? **½ mark x 2 = 1 mark**

1. **The different cultures she would experience**
2. **The beautiful sights she would see**

7. a) Which country does Lexie say was her favourite? **½ mark**

**Pakistan**

- b) Why is it a good thing that this country is “still developing for tourism”? **1 mark**

*Accept any similar answer:*

**The people in this country are not tired of tourists yet and so they are very friendly and helpful.**

8. Mention FIVE difficulties Lexie experienced during her travels? **½ mark x 5 = 2½ marks**

*Accept any five of the following:*

1. **Getting visas**
2. **Planning her routes**
3. **Racing against the clock**
4. **Spending long hours on a plane**
5. **Suffering extreme food poisoning**
6. **Feeling lonely**
7. **Catching malaria**

9. Find words between lines 21 and 35 of the text that mean the same as: **½ mark x 3 = 1½ marks**

- |                      |                             |
|----------------------|-----------------------------|
| a. very enthusiastic | <b>passionate - line 23</b> |
| b. one of a kind     | <b>unique – line 24</b>     |
| c. alone             | <b>solo – line 34</b>       |

10. Complete the table with information from the text. **1 mark x 4 = 4 marks**

|                                                                  |                                                               |
|------------------------------------------------------------------|---------------------------------------------------------------|
| <b>21 years 177 days</b><br><b>(Do not accept 21 years only)</b> | Lexie Alford's exact age when she finished her challenge.     |
| <b>70</b>                                                        | Number of countries visited by the time she was 18 years old. |
| <b>4<sup>th</sup> October 2019</b>                               | Date when she reached the final country in her plans.         |
| <b>2019</b>                                                      | Year in which she finished a book about her experiences.      |

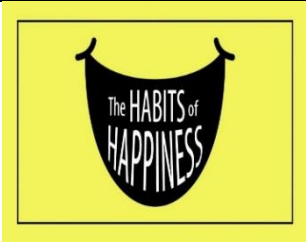
11. a) Based on what you have read, do you think travelling around the world was worth the challenges Lexie faced? Underline: **YES/NO**  $\frac{1}{2}$  mark

- b) Give a reason to support your answer.  $\frac{1}{2}$  mark  
**Accept any answer that brings out the positive experiences and life lessons that Lexie talks about.**

12. What is Lexie's message to us in this text?  $\frac{1}{2}$  mark  
*Accept any one of the following:*

**Never give up**  
**The beauty in diversity**

13. Here are four pictures advertising podcasts. Tick (✓) the one you think represents Lexie's podcast? **1 mark**

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| a)                                                                                  | b)                                                                                  | c)                                                                                   | d) ✓                                                                                  |

**Question about Source A and Source B.**

Tick (✓) the text in which you find the following:

**½ mark x 4 = 2 marks**

|    | Which text...                                | Source A | Source B |
|----|----------------------------------------------|----------|----------|
| a) | provides useful information when travelling? | ✓        |          |
| b) | describes a personal experience?             |          | ✓        |
| c) | gives practical advice?                      | ✓        |          |
| d) | is an online article?                        |          | ✓        |

**SECTION C: WRITING****25 MARKS****TASK C1: SHORT WRITING TASK****5 MARKS**

Your school is going to organise a crafts fair and you wish to sell your original hand-made craft. To promote your craft create an **advert** of between 55 to 65 words to stick to your school noticeboard.

|           |                                                                                           |                      |
|-----------|-------------------------------------------------------------------------------------------|----------------------|
| Includes  | <b>a catchy title or slogan</b>                                                           | ½ mark               |
| Describes | <b>the gift (in detail) using descriptive language including materials and techniques</b> | ½ mark each – 1 mark |
| Mentions  | <b>any special features it has (a minimum of two need to be mentioned)</b>                | ½ mark each – 1 mark |
| Gives     | <b>the price</b>                                                                          | ½ mark               |
| Includes  | <b>contact details</b>                                                                    | ½ mark               |
| Uses      | <b>persuasive language such as powerful adjectives</b>                                    | ½ mark               |
| Uses      | <b>opinion words and emotive language</b>                                                 | ½ mark               |
| Uses      | <b>The present simple tense for description</b>                                           | ½ mark               |
|           |                                                                                           | <b>5 MARKS</b>       |

**After adding the marks:****Deduct up to 1 mark for any spelling and punctuation errors.****Deduct up to 1 mark for any grammatical inaccuracies.****TASK C2: LONG WRITING TASK****20 MARKS**

|                 | Writing Marking Scheme<br>Year 7<br>(20 marks)                                   | Excellent – very good                                                                                                  | Good- average                                                                                        | Below average- weak                                                                                                     |
|-----------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|                 |                                                                                  |                                                                                                                        |                                                                                                      |                                                                                                                         |
| <b>FLUENCY</b>  |                                                                                  | <b>3</b>                                                                                                               | <b>2-1</b>                                                                                           | <b>0</b>                                                                                                                |
|                 | <b>Task Achievement and Relevance</b><br>(W 7.7 / W 7.5 / LAP 7.11)<br>(3 marks) | Task is fully achieved.<br>Text type features are appropriate.<br>Content is completely relevant.                      | Task is partly achieved.<br>Text type features are mostly appropriate.<br>Content is mostly relevant | Task is hardly achieved.<br>Text type features are inappropriate.<br>Content is not relevant.                           |
|                 | <b>Organisation and Linking</b><br>(W7.2 / LAP 7.9)<br>(3 marks)                 | Paragraphs are well-organised and cohesive.<br>Effective use of linking words.                                         | Paragraphs are adequately organised and mostly cohesive.<br>Adequate use of linking words.           | Paragraphs are poorly organised and hardly cohesive.<br>Poor or no use of linking words.                                |
|                 |                                                                                  | <b>5-4</b>                                                                                                             | <b>3-2</b>                                                                                           | <b>1-0</b>                                                                                                              |
| <b>ACCURACY</b> | <b>Vocabulary</b><br>(W 7.1 / LAP 7.12 / LAP 7.7)<br>(5 marks)                   | A wide range of vocabulary is used appropriately.<br>Good use of register.                                             | A moderate range of vocabulary is used mostly appropriately.<br>Adequate use of register.            | A limited range of vocabulary is used hardly appropriately.<br>Poor use of register.                                    |
|                 |                                                                                  | <b>5-4</b>                                                                                                             | <b>3-2</b>                                                                                           | <b>1-0</b>                                                                                                              |
|                 | <b>Grammar and Punctuation</b><br>(W 7.8 / LAP 7.3)<br>(5 marks)                 | Grammatical structures are widely varied and accurate.<br>Accurate use of punctuation with the occasional minor error. | Grammatical structures are adequately varied and mostly accurate.<br>Adequate use of punctuation.    | Grammatical structures are limited and mostly inaccurate.<br>Poor use of punctuation which hinders communication.       |
|                 |                                                                                  | <b>4</b>                                                                                                               | <b>3 - 2</b>                                                                                         | <b>1-0</b>                                                                                                              |
|                 | <b>Spelling</b><br>(W 7.8 / LAP 7.14)<br>(4 marks)                               | Spelling is accurate.<br>0 mistakes = 4 marks                                                                          | Spelling of low-frequency words fairly accurate.<br>1-3 mistakes = 3 marks<br>4-6 mistakes = 2 marks | Spelling of low-frequency and high-frequency words mostly inaccurate.<br>7-8 mistakes = 1 mark<br>9+ mistakes = 0 marks |

|                                       |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria</b>                       | <b>Question</b>           | Your teacher is collecting a number of short stories to publish in the yearly school magazine. Write a short <b>story</b> about an incident that happened during a celebration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Task achievement and Relevance</b> | <b>Genre/Type</b>         | Short Story                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                       | <b>Writer</b>             | Year 7 student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                       | <b>Audience</b>           | Readers of the school magazine (mainly students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                       | <b>Purpose</b>            | To narrate a story about what happened during a chosen celebration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                       | <b>Register</b>           | Semi-formal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                       | <b>Indicative content</b> | <ul style="list-style-type: none"> <li>- No title is requested in the rubric and therefore no marks will be awarded or deducted.</li> <li>- Introduction in which the setting is established celebratory event and the characters are introduced.</li> <li>- A paragraph or paragraphs in which the incident is narrated and their consequences on the characters specified.</li> <li>- The story needs to include these elements:<br/>Setting, characters, problem, solution and plot.<br/>The story may include a moral, theme and different points of view.</li> <li>- A conclusion which brings together all the elements of the story.</li> <li>- Reward cliff hanger endings</li> </ul> |
| <b>Grammar and Vocabulary</b>         | <b>Language</b>           | <p>The use of suitable narrative language such as:</p> <ul style="list-style-type: none"> <li>- Narrative Tenses e.g. past continuous to introduce setting and characters, the past tense for events, etc.</li> <li>- Age-appropriate Adjectives and Adverbs e.g. <i>massive, suddenly</i></li> <li>- Linking words to show sequence of events e.g. Afterwards, meanwhile, etc.</li> <li>- The use of dialogue to enhance the story</li> <li>- Descriptive language – to appeal to the senses</li> <li>- First or third person</li> </ul>                                                                                                                                                     |
| <b>Organisation and Linking</b>       | <b>Layout</b>             | <p>The layout may include:</p> <ul style="list-style-type: none"> <li>- Introduction: introducing setting, characters and the type of celebration</li> <li>- 2 – 3 body paragraphs: describing events leading up to the climax of the story and then winding down to its resolution</li> <li>- Each body paragraph should start with a topic sentence</li> <li>- Conclusion: an ending that brings all the elements of the story together</li> </ul>                                                                                                                                                                                                                                          |

|                                                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |        |              |        |           |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------|--------------|--------|-----------|--------|
| Criteria                                                                                                                                                                      | Question           | 1. You have recently started attending a youth club and you want to tell your friend Emma about the new leader, Paul. Write an email in which you tell her all about him.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |        |              |        |           |        |
| Task achievement and Relevance                                                                                                                                                | Genre/Type         | Informal email                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |        |              |        |           |        |
|                                                                                                                                                                               | Writer             | Year 7 student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |        |              |        |           |        |
|                                                                                                                                                                               | Audience           | A friend, Emma – a teenager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |        |              |        |           |        |
|                                                                                                                                                                               | Purpose            | To give factual information and opinions about a new acquaintance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |        |              |        |           |        |
|                                                                                                                                                                               | Register           | Informal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |        |              |        |           |        |
|                                                                                                                                                                               | Indicative content | <ul style="list-style-type: none"><li>- An introduction with Opening remarks establishing contact with the friend e.g. greeting, asking about friend’s health, reference to previous letter, and giving reasons for writing</li><li>- The body paragraphs can be set out as follows:</li><li>- Body 1- describing how and where the writer met and sees this person – includes personal details</li><li>- Body 2- describing the person physically as well as his personality / character</li><li>- Body 3 – talking about his tastes</li><li>- Conclusion – giving an opinion about this leader and ending the email appropriately in the Closing remarks.</li></ul> |           |        |              |        |           |        |
| Grammar And vocabulary                                                                                                                                                        | Language           | <ul style="list-style-type: none"><li>- Factual language; descriptive language describing personality, behaviour, character</li><li>- Language of opinion e.g. <i>In my opinion, As far as I’m concerned...he comes across as...</i></li><li>- Contractions are to be accepted</li><li>- Mostly present simple and present perfect tense.</li></ul>                                                                                                                                                                                                                                                                                                                   |           |        |              |        |           |        |
| Organisation and Linking                                                                                                                                                      | Layout             | The following email conventions need to be marked as follows:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |        |              |        |           |        |
|                                                                                                                                                                               |                    | <table><tr><td>Dear Emma</td><td>½ mark</td></tr><tr><td>Your Friend,</td><td>½ mark</td></tr><tr><td>Name only</td><td>½ mark</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dear Emma | ½ mark | Your Friend, | ½ mark | Name only | ½ mark |
|                                                                                                                                                                               |                    | Dear Emma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ½ mark    |        |              |        |           |        |
|                                                                                                                                                                               |                    | Your Friend,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ½ mark    |        |              |        |           |        |
| Name only                                                                                                                                                                     | ½ mark             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |        |              |        |           |        |
| The layout may include:                                                                                                                                                       |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |        |              |        |           |        |
| <ul style="list-style-type: none"><li>- Salutation</li><li>- Opening Remarks</li><li>- At least 2/3 body paragraphs</li><li>- Closing Remarks</li><li>- Signing off</li></ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |        |              |        |           |        |

|                                       |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria</b>                       | <b>Question</b>           | 3. Today you had an important sports competition at school. You are now on your bed. Write a <b>diary entry</b> in which you reflect on what happened.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Task achievement and Relevance</b> | <b>Genre/Type</b>         | Diary Entry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                       | <b>Writer</b>             | Year 7 student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                       | <b>Audience</b>           | The student him/herself                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                       | <b>Purpose</b>            | To reflect on what took place during a sports competition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                       | <b>Register</b>           | Informal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                       | <b>Indicative content</b> | <ul style="list-style-type: none"> <li>- The introduction – focus on the feeling of the writer at the end of the day and the reason for writing.</li> <li>- 2/3 body paragraphs divided according to the different times of the day</li> <li>- Content may include information about the type of competition, venue, other competitors and the overall performance</li> <li>- Importance is to be given to an analysis of different feelings experienced by the writer during different parts of the activities described</li> <li>- Writing cannot be a narrative but a reflective piece.</li> <li>- The conclusion – Closing remarks to stop writing for the night.</li> </ul> |
| <b>Grammar and Vocabulary</b>         | <b>Language</b>           | <ul style="list-style-type: none"> <li>- Use of chatty, informal language</li> <li>- Use of the first person e. g. "I" and "we"</li> <li>- Use of the mixed tenses</li> <li>- The events described are in chronological order</li> <li>- Use of self-reflective language and mainly vocabulary related to thoughts, feelings, opinions and hope</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <b>Organisation and Linking</b>       | <b>Layout</b>             | <ul style="list-style-type: none"> <li>- Day and date at the top</li> <li>- Dear Diary,</li> <li>- Sign off</li> </ul> <p>The writing could be organised as follows:</p> <ul style="list-style-type: none"> <li>- An introduction</li> <li>- 2/3 body paragraphs representing different times of the day</li> <li>- Concluding Remark</li> </ul>                                                                                                                                                                                                                                                                                                                                 |

## SECTION D: LITERATURE

20 MARKS

### Note:

- Do not penalise language errors, as long as the answers are comprehensible.
- Unless the questions require the candidate to give a specific response or use specific words or phrases, award marks for answers that are similar to the models given or express the same meaning.

### TASK D1: UNSEEN POETRY

(10 marks)

1. Which of these **THREE** pictures best describes the first stanza? 1/2 mark



B ☒

2. Here is a paragraph that describes the subject matter and structure of the poem briefly. Complete the paragraph by underlining the best answer.

1/4 mark × 8 = 2 marks

The poem has (five / six / seven) stanzas each with (six / seven / eight) lines. These stanzas are called (tercets / quatrains / sestets). The rhyme scheme of the first stanza one is (ababab / ababcb / abaacb) and the rhythm is (regular / irregular). This poem is written in the (first / second / third) person singular and it is (describing / narrating / explaining) the (daily life / hardships / comforts) of a blacksmith.

3. a) In the first stanza, the poet uses (a metaphor, a simile, personification) to describe the blacksmith. 1/2 mark

- b) What is being compared to what in the first stanza? 1/2 mark

**The muscles of the blacksmith's arms are compared to bands of iron.**

- c) Explain the effect of this figure of speech in your own words. 1/2 mark

**The use of this simile brings out the great strength of the man being described.**

4. Underline the best answer. **½ mark**  
"And looks the whole world in the face,  
For he owes not any man." refers to the fact that the blacksmith:

**iii. is an honest and hard-working man.**

5. Underline **ONE** correct answer and fill in the blanks. **½ mark × 4 = 2 marks**  
The third and fourth stanzas appeal to the sense of (touch, **sound**, taste) as the poet uses (**alliteration**, hyperbole, onomatopoeia) with words or phrases like "**bellows blow**" and "**flaming forge**".

**OR**

The third and fourth stanzas appeal to the sense of (touch, **sound**, taste) as the poet uses (alliteration, hyperbole, **onomatopoeia**) with words or phrases like "**ringing**" and "**roar**".

*Please note that students can only choose one figure of speech and the examples need to reflect the figure of speech chosen.*

6. Explain the fourth stanza in your own words. **1 mark**  
*Accept answers that bring out the children's admiration of the blacksmith and their fascination with the flaming forge, the sound of the bellows and the flying sparks.*
7. Quote a line from the fifth stanza which shows how the blacksmith's life is a continuous cycle of hard work and ups and downs. **½ mark**

**"Toiling,—rejoicing,—sorrowing,"**

8. Why does the persona admire the blacksmith so much? **½ mark × 2 = 1 mark**

**The poet says that the blacksmith teaches him a valuable life lesson (½ mark) because although his life is a difficult one, he is satisfied with his lot and carries on. (½ mark)**

9. Mention **ONE** thing that **YOU** can learn from the blacksmith. **1 mark**  
*Accept any suitable answer which shows that the student has thought about the significance of the poem vis-a-vis his/her life. It can include ideas from the following:*

"In the end, the village blacksmith inspires because he teaches us all a valuable lesson in how to live our lives. Whatever he endures, be it hard work, sorrows, or joys, he still carries on, striving hard to shape his life just as he shapes hot, burning metal on his anvil. This poem is inspirational because the blacksmith is a man we should all aspire to be. He understands that he is owed nothing simply for existing; his future is completely

dependent on himself and nobody else. Thus, he pushes himself to be better, going to bed proud each night, knowing that he's done the best that he possibly can to create a good life."

**Some examples could be always doing one's best, not counting on other people's help or not complaining.**

## **TASK D2: UNSEEN DRAMA**

**(10 marks)**

Underline the most suitable answer:

1a. The atmosphere created at the start of the scene is: **1/2 mark**

**ii. mysterious**

b. List TWO details from the extract that create this atmosphere.

**1/2 mark x 2 = 1 mark**

- It is very quiet. / There is perfect silence.**
- The lighting is dim. / The only thing that is glittering is the peach.**

2a. What are the phrases in square brackets called?

**1/2 mark**

**Stage-directions**

b. What is their use in the play?

**1/2 mark**

**To give instructions to the actors/ to guide the actors /to give ideas for the setting of the play**

3. Between lines 11 and 23, James asks himself a number of questions. What do these questions show us about his character? **1/2 mark**

**It shows he is curious/ he wants to know more/ he's uncertain.**

4. *"It really is damp, dank and dark in here."*

a. What figure of speech is this?

**1/2 mark**

**Alliteration**

b. Explain the effect of this figure of speech.

**1/2 mark**

*Accept any answer that brings out the following:*

**The repetition of the "d" sound creates a feeling of heaviness as experienced in an enclosed space. It adds to the sense of dread and depression.**

5. *"These walls are wet and sticky, and it's like peach juice dripping from the ceiling."*  
Which **TWO** of these senses does this line appeal to? Underline the correct answers. **1/2 mark x 2 = 1 mark**

**b. sound    d. touch**

6. In what way is the setting inside the peach stone different from the one at the beginning of the extract? **1 mark**

*Accept any one of these as long as the contrast is included:*

**In the beginning, it is very quiet and dimly lit while inside the peach stone the light is bright and it is noisy.**

**The outside of the peach is soft to the touch while the inside is hard and jagged.**

**Also, James is feeling cold at the beginning but the inside of the peach is warm.**

7. What makes the Old-Green-Grasshopper say that James looks *positively ill*? **½ mark**  
**James looks pale and alarmed.**

8. At the end of the scene 'Everyone roars with laughter.' Why? **1 mark**  
**The insects realise that James is afraid because he thinks they want to eat him when they say they are hungry.**

9. Which one of these pictures best represents this scene? Tick the best answer. **½ mark**



**a**

10. Imagine you were going to put up this play on stage. Mention two props you would need. **½ mark x 2 = 1 mark**

*Accept answers similar to:*

**Peach, fence, armchairs**

11. What do you think happens after this scene? **1 mark**

*Accept any suitable answer.*

**Some ideas could be that**

- **James and the garden bugs start eating the peach**
- **The garden bugs tell James what they will be eating**
- **James makes friends with the garden bugs.**