DEPARTMENT FOR CURRICULUM
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Track 3

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 15 MARKS

LISTENING TEXT 1

A. Underline the correct answer

1. The purpose of this video clip is to: **1 mark**
   ii. inform us of the benefits of movement on the brain.

2. This video clip is meant for: **1 mark**
   iii. students.

B. Tick (✓) the correct answers: ½ mark x 4 = 2 marks

Physical activity helps our brain because:

✓	**learning is quicker**
	the heart pumps more efficiently
✓	**thinking is sharper**
✓	**there is less risk of mental illness**
	the muscles grow bigger
✓	**it safeguards our mind**

C. Mark these sentences as True or False. ½ mark x 6 = 3 marks

	True	False
1. This text focuses on how being active is important for our physical health.		**F**
2. The study of the effect of movement on the mind started recently.		**F**
3. Exercise helps the brain more than it helps the body.		**F**
4. The text promotes consistent and frequent physical exercise.	**T**	
5. Researchers found that the brain does not work better when we rest.	**T**	
6. BDNF is a protein that helps brain growth.	**T**	

LISTENING TEXT 2

A. Underline the correct answer in each sentence to describe the guest on the show, Felicity Aston: ½ mark x 4 = 2 marks

1. Aston is not a **presenter**.
2. Aston was part of a team made up of **only women**.
3. Aston **directed** the first British women's crossing of the Greenland ice sheet.
4. Aston's trip across Antarctica was done in **2012**.

B. Fill the following grid with details from the text: ½ mark x 4 = 2 marks

1.	**23**	The age when Aston signed a contract as a meteorologist
2.	**2**	The number of research stations in Antarctica
3.	**7**	The number of winter months in Antarctica
4.	**2006**	The year in which Aston organised her first expedition

C. Match the names of the books with their content. 1 mark x 3 = 3 marks

1.	*Call of the White*	**3**	Photos taken by Felicity herself.
2.	*Alone in Antarctica*	**2**	Felicity's personal feelings and experience.
3.	*Chasing Winter : A journey to the Pole of Cold.*	**1**	The method used to form a good team.

D. Tick (✓) the box under the picture of the animal she encountered, and is afraid of: 1 mark

☑

SECTION B: READING 25 MARKS

Note: In questions which require paraphrasing (e.g. in your own words), marks should only be awarded if students attempt to use their own words.

Task B1 – Questions on Source A

1. Underline the correct answer. ½ mark x 3 = 1½ marks

a. Under which section would you find this article in an online magazine?
i. Technology

b. What title would be appropriate for this text?
ii. Software makes cyberbullies think twice.

c. Trisha Prabhu created ReThink mainly because
iv. her friend left school after being cyberbullied.

2. List TWO facts, found between lines 4 and 10, about Trisha Prabhu.

½ mark x 2 = 1 mark

Accept any two of the following facts:

- **Prabhu is 22 years old.**
- **Prabhu is a social entrepreneur.**
- **Prabhu lives in Chicago.**
- **Prabhu invented a software called ReThink (at 13 years of age)**

3. In your own words, explain what Prabhu means when she says "I'm what you'd call thick-skinned" (line 15). **½ mark**

Accept answers similar in meaning to:
She is not easily offended./ She is tough.

4. According to the text, what causes teenagers to act irresponsibly and take dangerous decisions? **½ mark**

The region of the brain that is important for self-control and decision-making fully develops at the age of 25.

5. What is the aim behind the ReThink 'ambassador' program for schools? **½ mark**

The aim is for students on the school council to spread anti-cyberbullying messages to their classmates.

6. Complete the table with missing information from the passage.

½ mark x 5 = 2 ½ marks

a.	**13**	Prabhu's age when she first developed the software ReThink.
b.	**43**	The percentage of children who experienced cyberbullying.
c.	**2016**	The year she exhibited her work at the White House Science Fair.
d.	**11**	Prabhu's age when she attended a children's technology education programme.
e.	**Girls Who Code**	The name of her volunteering organisation.

7. Taking information from lines 46 to 55 and **using your own words**, explain how ReThink tries to prevent cyberbullying. **1 mark**

Accept answers similar to:
When a person tries to send a hurtful message on social media, a ReThink bubble appears and gives suggestions on how to change that message to a more positive one.

8. Number these newspaper headlines in the order in which the events happened. **½ mark x 4 = 2 marks**

a. 4 **b. 2** **c. 3** **d. 1**

9. Quote a sentence, found between lines 54 and 57 of the passage, that gives the writer's opinion about the program ReThink. **½ mark**

"That, I believe, is a great success rate." (line 55)

10. Find single words from between lines 4 and 12 of the passage that mean the same as: **½ mark x 2 = 1 mark**

a. insulting: **offensive (line 8)**

b. point out: **flag (line 12)**

Task B2 - Questions on Source B

Underline the correct answer **½ mark**

1. Who is this poster intended for?

b. young people

2. Another word for *online bullying* is **cyberbullying**. **½ mark**

3. What information can be found in this poster? Tick (✓) the THREE correct answers. **½ mark x 3 = 1½ marks**

✓	a.	facts about different types of online bullying
	b.	description of the type of people who bully others online
	c.	suggestions on how to help a bully
✓	d.	advice on what to do if you are being bullied online
✓	e.	link to a website on how to deal with bullying

4. Mention TWO ways, as mentioned in the poster, in which one can cyberbully another person. **½ mark x 2 = 1 mark**

Accept any two of the following:

- **Sending nasty messages or being unkind about someone.**
- **Posting personal photos, videos or information to upset or embarrass someone.**
- **Spreading rumours or gossip through social media sites, email or text message.**
- **Creating a fake profile or website to make fun of someone.**

5. In your own words, explain why, according to the poster, one should save any nasty emails one receives? **½ mark**

To have evidence of the bullying.

6. Are these sentences TRUE or FALSE? Tick (✓) the correct answer.

½ mark x 3= 1½ marks

		TRUE	FALSE
a.	Trying to get back at a bully can make things worse.	✓	
b.	You should leave the website where bullying is happening.	✓	
c.	Cyberbullying is often the victim's fault.		✓

6. Are these statements facts or opinion? Tick (✓) the correct answer.

½ mark x 2 = 1 mark

		FACT	OPINION
a.	Online bullying involves technology.	✓	
b.	Videos on the website are helpful.		✓

8. What do you think the meaning of the word 'upstander' is? **½ mark**

Accept answers similar in meaning to:

A person who speaks up or acts to support someone who is being bullied.

9. The subheadings in the poster are missing. Tick (✓) the TWO subheadings that are most fitting for letter A and B. **½ mark x 2 = 1 mark**

		A	B
i.	Different types of bullying.		
ii.	Recognising unacceptable behaviour.	✓	
iii.	How to stop online bullying.		✓
iv.	Online bullying is not your fault.		

10. Put these questions in order, according to how the information appears in the poster. The first one is done for you. **½ mark x 4 = 2 marks**

a.	How can I help others?	**4**
b.	What does online bullying mean?	1
c.	What form can online bullying take?	**2**
d.	Where can I find more information?	**5**
e.	How do I deal with it?	**3**

11. The icons below have been removed from the poster. Match each icon to the correct advice by writing the correct number (1-4) under the icon.

½ mark x 4 = 2 marks

4

1

3

2

Task B3 – Questions on Source A and Source B

1. Tick (✓) the text in which you find the following. **½ mark x 4 = 2 marks**

	Source A	Source B	Both	None
a. examples of online bullying			✓	
b. advice on how to deal with cyberbullying		✓		
c. information about a particular person	✓			
d. a helpline contact number				✓

SECTION C: WRITING **25 MARKS**

Task C1: Short Writing Task **5 MARKS**

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

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**

Task achievement and Relevance	Organisation and Linking	Vocabulary	Grammar and Punctuation	Spelling	TOTAL
/3	/3	/5	/5	/4	/20

Criteria	Question	1. You are going on a trip abroad with your classmates and teachers. It is the evening before the trip and you are extremely excited. Write a **diary entry** in which you express how you are feeling, what you are looking forward to and how you hope to spend your time there.
Task achievement and Relevance	**Genre/Type**	Diary Entry
	Writer	Year 7 student
	Audience	The student him/herself
	Purpose	To reflect on what the person is feeling the day before a trip abroad.
	Register	Informal
	Indicative content	- The introduction – focusses on the feeling of the writer at the end of the day and the reason for writing. - 2/3 body paragraphs. Content should include detailed and descriptive information about how the person is feeling, what the person is looking forward to and how she/he hopes to spend their time there. - Importance is to be given to an analysis of different feelings experienced by the writer during different parts of the activities described. - Writing cannot be a narrative but a reflective piece. - The conclusion – closing remarks to stop writing for the night.
Organisation and Linking	**Layout**	- Day and date at the top - Dear Diary, - Sign off The writing could be organised as follows: - An introduction - 2/3 body paragraphs - Concluding Remark
Grammar and Vocabulary	**Language**	- Use of chatty, informal language - Use of the first person e. g. "I" and "we" - Use of mixed tenses - Use of self-reflective language and mainly vocabulary related to thoughts, feelings, opinions and hope

Criteria	Question	2. The school magazine is dedicating this month's issue to the theme of **science**. The best ten short stories related to this theme will be published. Write your **short story** and give it a title.
Task achievement and Relevance	**Genre/Type**	Short story
	Writer	Year 7 student
	Audience	Readers of the school magazine (mainly students)
	Purpose	To narrate a story related to the theme of science
	Register	Semi-formal
	Indicative content	- A title is requested in the rubric and therefore ½ mark will be deducted if title is missing. - Introduction in which the setting is established and the characters are introduced. - A paragraph or paragraphs in which the story is narrated and its effect on the characters specified. - The story needs to include these elements: Setting, characters, problem, climax, resolution. The story may include a moral, theme and different points of view. - A conclusion which brings together all the elements of the story. - Reward cliff hanger endings
Organisation and Linking	**Layout**	The layout may include: - Introduction: introducing setting and characters - 2 – 3 body paragraphs: describing events leading up to the climax of the story and then winding down to its resolution - Each body paragraph should start with a topic sentence - Conclusion: an ending that brings all the elements of the story together
Grammar and Vocabulary	**Language**	The use of suitable narrative language such as: - Narrative Tenses e.g. past continuous to introduce setting and characters, the past tense for events, etc. - Age-appropriate adjectives and adverbs e.g. *unexpectedly, suddenly* - Linking words to show sequence of events e.g. *Afterwards, meanwhile, all of a sudden* - Descriptive language – to appeal to the senses

<table>
<tr><td>Criteria</td><td>Question</td><td>3. A new teacher has started teaching your class. Write an email in which you describe this new teacher to a friend of yours who has not been attending school for quite some time.</td></tr>
<tr><td rowspan="6">Task achievement and Relevance</td><td>Genre/Type</td><td>Informal email</td></tr>
<tr><td>Writer</td><td>Year 7 student</td></tr>
<tr><td>Audience</td><td>A friend</td></tr>
<tr><td>Purpose</td><td>To give factual information and opinions about a new teacher.</td></tr>
<tr><td>Register</td><td>Informal</td></tr>
<tr><td>Indicative content</td><td>- An introduction with Opening remarks establishing contact with the friend
- The body paragraphs can be set out as follows:
- Body 1 - describing when the writer met this person and their first impression – includes personal details
- Body 2 - describing the person physically as well as his/her personality / character
- Body 3 – talking about his/her tastes
- Conclusion – giving an opinion about this teacher and ending the email appropriately in the Closing remarks.</td></tr>
<tr><td>Organisation and Linking</td><td>Layout</td><td>The following email conventions need to be marked as follows:<table><tr><td>Dear …</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>The layout may include:
- Salutation
- Opening Remarks
- At least 2/3 body paragraphs
- Closing Remarks
- Signing off</td></tr>
<tr><td>Grammar and Vocabulary</td><td>Language</td><td>- Factual language; descriptive language describing personality, behaviour, character
- Language of opinion e.g. In my opinion, As far as I’m concerned…he comes across as…
- Contractions are to be accepted
- Mostly present simple and present perfect tense.</td></tr>
</table>

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

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. What are the subject and theme of this poem? Fill in the table below.

½ mark x 2 = 1 mark

Subject Matter	Theme
The sun /Nature	**The way the weather can suddenly change depending on the sun's mood. / How important sunshine is as it brightens up our days.**

2. Underline the correct answer **½ mark x 2 = 1 mark**

   a. What is the sun being compared to in this poem?
   ii. a moody girl

   b. This poem is
   i. descriptive

3. a. What figure of speech is used throughout the poem? Underline the correct answer.

   ½ mark

   iii. personification

   b. Why does the poet use this figure of speech? **½ mark**
   Accept answers similar to:
   To describe the sun as having feelings and emotions/To help us relate to the sun/To help us understand the sun better since she's described as a human like us

4. *Pulled back*
   The grey sky-curtains
   And poked her head
   Through the blue window
   Of heaven,

   a. In these lines, what is the word "*curtains*" referring to? **½ mark**
   The clouds

   b. Underline the best answer: **½ mark**
   '*the blue window// of heaven'* is an example of **a metaphor.**

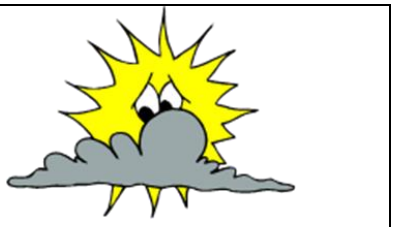
   c. How are lines 3 to 7 of the poem effective in showing the change of weather?
   ½ mark

Accept answers similar to:

These lines show how the weather changes from cloudy to sunny and bright. /These lines show contrast which effectively portrays a change in weather from cloudy to sunny/These lines show the playful nature of the sun.

5. a. Explain the second stanza in your own words. **1 mark**
Accept answers similar to:
The sun suddenly disappears and the sky becomes dark and cloudy again.

   b. Which picture best represents the sun in the second stanza. Circle the correct answer. **½ mark**



i.

6. How do the first and second stanza contrast with each other?
½ mark x 2 = **1 mark (½ mark is to be awarded if both stanzas are described and another ½ mark is to be awarded if the contrast between the change in weather in the two stanzas is mentioned)**

   Accept answers similar to:
   In the first stanza, the sun comes out from behind the clouds and lights up everything. It is happy. The weather is bright.
   In the second stanza the sun is sulky/grumpy and it suddenly disappears so the weather becomes overcast.

7. Why do you think the poet chose to give it the title *'Sun is laughing'*?
Accept answers similar to: **1 mark**
To show us that when the sun is shining it seems to be happy and having fun. / The sun is amused by playing tricks on people./ It is describing a positive feeling.

8. a. What do lines 25 and 26 of the poem show us about the poet's attitude towards the sun? **½ mark**
   Accept answers similar to:
   The poet thinks positively of the sun and thinks it is important for us so the poet doesn't understand why it lost its temper.

   b. Does this reflect the way you feel about the sun? Give a reason for your answer.
   ½ mark
   Accept answers which express the student's personal opinion supported by a justification.

9. The poem has a (slow, moderate, **fast**) rhythm which is reflective of (*accept similar answers*) **the sudden changes of the weather**. **½ mark x 2 = 1 mark**

Task D2 - Unseen Drama **10 MARKS**

1. Some of the main characters in this play are FOXES. Why do you think the playwright chose this particular animal? **1 mark**

   Accept answers similar to:

   Because foxes are considered as clever/sly and intelligent animals who often outwit humans.

2. Why is the word 'driving' in line 2 in inverted commas? **1 mark**

   Accept answers similar to:

   No real driving is really taking place. It is a stage direction so that the actors can do the movements associated with driving.

3. **Underline the best answer.** **1 mark**

   The phrase "Death to the Fox!" shows that the farmers:

   b. hate the fox and want to kill it.

4. Why is there a ramp on stage? **1 mark**

   Accept any answer that explains the following:

   The ramp shows the difference between the forest floor where the farmers are and underground which is where the foxes live.

5. a. How are the foxes feeling between lines 16 and 21? **½ mark**

   Accept answers similar to:

   The foxes are really alarmed, scared and confused.

   b. Find TWO clues from the language in the text that show this feeling.

   ½ mark x 2 = 1 mark

   The short sentences used and the use of punctuation at the end of every utterance.

6. What does Mrs Fox actually think is happening? **½ mark**

   Mrs Fox believes it is an earthquake.

7. The text says that "appropriate music may be played during periods of digging." What type of music would you play if you were the director of the play? **1 mark**

   d) lively and fast music

8. What effect do the following words have on the audience? **1 mark**

Accept answers similar to:

The small foxes complain that they are tired and in pain and this makes the audience sympathise and/or empathise with the foxes.

9. *Underline the best answer.* **1 mark**
"Keep going…" is repeated by both Mr Fox and Boggis. Why did the playwright repeat the same phrase?

c. Mr Fox and farmer Boggis are encouraging their team but for opposite reasons.

10. What do you think happened after this part of the play? **1 mark**

Accept any reasonable prediction such as:

The foxes managed to escape because …

The foxes were caught because …

The farmers got hurt because …