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

Track 2

Annual Examinations for Middle Schools 2022

YEAR 8 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 (20 MINS) 15 MARKS

TEXT 1

1. Underline the correct answer according to the text.

4 x ½ mark = 2 marks

a. The Lake District is full of
   ii. mountains, streams, valleys and lakes

b. The Lake District is found in
   iii. England

c. The streams in the Lake District are
   ii. rapid

d. The beautiful lakes in the Lake District
   i. were formed naturally many years ago

2. The table below includes information about Lake Windermere. **Match** the measurements with what they refer to, by writing the correct letter in the empty column. **4 x ½ mark = 2 marks**

	Measurement		**Lake Windermere**
a.	over 1km	**b.**	length
b.	17 km	**d.**	volume of water
c.	64 km	**a.**	width
d.	340 million cubic litres	**c.**	depth

3. Tick (✓) the two pictures which refer to activities mentioned in the text:

2 x ½ mark = 1 mark

✓	✓

Text 2

1. What do these dates refer to? Match the columns by witing the correct letter in the empty column. **4 x ½ mark = 2 marks**

a.	1866	**d.**	when Beatrix Potter died
b.	1902	**c.**	when Beatrix Potter bought a farm
c.	1905	**a.**	when Beatrix Potter was born
d.	1943	**b.**	when Beatrix Potter published her first book

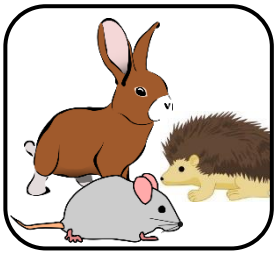
2. Underline the correct answer. **4 x 1 mark = 4 marks**

Beatrix needed some money so she started drawing cards with pictures of **(1)** (insects, **animals**, farms). Once, she wrote a letter to her **(2**) (friend, friends, **friend's son**) in which she narrated the story of Peter Rabbit. She decided to publish the **(3)** (letter, **story**, pictures) into a book and later on wrote many other books which included her own drawings. She also created dolls, painting books, games and other items based on her **(4)** (scientific papers, letters, **characters**.)

3. Are the following TRUE or FALSE? Tick (✓) the correct box below.
4 x ½ mark = 2 marks

		TRUE	FALSE
a.	Beatrix Potter attended school close to her home.		✓
b.	She was free to study whatever she was interested in.	✓	
c.	Beatrix Potter was a great environmentalist.	✓	
d.	She left all her farms and land to the Library Trust.		✓

4. Put the following pictures in the correct sequence according to the order they are mentioned in the text.
4 x ½ mark = 2 marks

			
2	**4**	**1**	**3**

SECTION B – READING **25 MARKS**

Read the texts printed in the source booklet, and then answer all of the following questions. You should spend around 30 minutes on this section.

Task B1: Questions on Source A

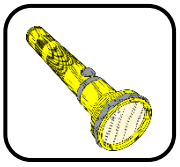
1. Underline the correct answer. **½ mark**

   a. What is the purpose of the poster?
   ii. to give important tips

2. Are the following TRUE or FALSE? Tick (✓) the correct box below**.**
   4 x ½ mark = 2 marks

		TRUE	FALSE
a.	The list on the poster includes some things visitors need when on a lookout for the monster at Loch Ness.	✓	
b.	Visitors can only watch out for the Loch Ness monster during daylight.		✓
c.	If it rains people have to leave their lookout.		✓
d.	You can phone Loch Ness Watchout or contact them by email.	✓	

3. Tick (✓) the **five** pictures of items mentioned in the poster.
   4 x ½ mark = 2 ½ marks

				
✓	✓	✓	✓	✓

Task B2: Questions on Source B

1. Underline the correct answer. **½ mark**
   The purpose of this text is mainly to
   i. give information.

2. Mention **THREE** names of countries or regions where legendary creatures have been sighted, as mentioned in the passage.
   Accept any THREE of the following:
   United States, Canada, Japan, Iceland, South America, Central Africa.

   3 x ½ mark = 1½ marks

3. The points in the table below are either **fact** or **opinion**. Tick (✓) the correct box. The first one has been done for you. **5 x ½ mark = 2½ marks**

	POINT	**Fact**	**Opinion**
a.	There are numerous reports of monsters from cultures all over the world.	✓	
b.	The area creatures occupy depends on their size.	✓	
c.	On one occasion it is believed that Nessie crossed the road.		✓
d.	The Loch Ness Monster is very shy.		✓
e.	The Loch Ness Monster could be an eel, bird or some kind of object.		✓
f.	Loch Ness is a very deep and dark lake.	✓	

4. Tick (✓) the **THREE** correct statements about the Loch Ness Monster. **3 x ½ mark = 1½ marks**

a.	✓	The Loch Ness Monster fascinates a lot of people.
c.	✓	Although there are quite a few photos of the Loch Ness Monster, they are not very clear.
f.	✓	The Loch Ness Monster is a source of income for the people who live close to the lake.

5. From line 37 to 51 list **SIX** types of equipment that people have used to try to prove that the Loch Ness Monster exists. **6 x ½ mark = 3 marks**

   a. cameras / video cameras

   b. underwater cameras

   c. microphones

   d. sonar / sonar scanners

   e. submarine

   f. test tubes

6. List **TWO** episodes about the Loch Ness Monster, described by the writer. **2 x 1 mark = 2 marks**
   *Accept any **TWO** of the following*:

   - **St Columba was visiting Scotland, saw the monster and asked him to stop attacking a man, so the monster swam away.**
   - **George Spicer was driving with his wife and he saw the Loch Ness Monster crossing the road in front of their car.**
   - **Robert Kenneth Wilson, who was a doctor, said he took a photo of Nessie but later they found that it was fake.**

7. Match the following words and phrases from the passage with their correct meaning. The first one (a) has been done for you. **4 x 1 mark = 4 marks**

a.	confirm (line 4)	**c**	feeling or impression
b.	legendary (line 6)	a	verify
c.	suspicion (line 15)	**e**	affectionately
d.	spotted (line 21)	**b**	famous
e.	fondly (line 24)	**d**	seen

8. List **FOUR** suggestions of what some people think the Loch Ness monster could be. **4 x ½ mark = 2 marks**

*Accept any **FOUR** of the following:*
A plesiosaur [a type of dinosaur], a giant eel, a large bird, a large branch (of a tree) or a very large seal.

9. The writer ends the passage by asking: 'How's that for a real monster?' What is the real monster the writer is referring to?

1 mark

Award 1 mark to students who write a similar answer to the following:
Regardless of whether the Loch Ness Monster is real or not, it is a huge source of income/business to the people who live in the villages surrounding Loch Ness.

Question on Source A and Source B

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

	Source A	**Source B**
a. is an article		✓
b. contains real photos	✓	
c. lists information in point form	✓	
d. gives detailed information		✓

SECTION C – WRITING **25 MARKS**

Task C1 – Short Writing Task **5 marks**

Includes	**Salutation (e.g. *Dear Rory*), Signature at the end (e.g. *Best wishes, First Name*)**	1 mark
Gives	**what the course is about**	1 mark
Gives	**time and place**	1½ mark
Mentions	**the special offer**	½ mark
Includes	**why they should attend**	½ mark
Uses	**the present and modals accurately**	½ mark
		5 marks

Task C2 – Long Writing Task **20 MARKS**

Criteria	**Question**	1. Your teacher of English has asked you to write a story. The best stories will be published in your school's English monthly magazine. **Write a story called "The Storm".** Some ideas that you can write about are: 1. day, time, place and character/s 2. what happened 3. how the character/s is/are affected
Task achievement and Relevance	**Genre/Type**	short story
	Writer	Year 8 student
	Audience	school magazine readers
	Purpose	to write a story for the school's English monthly magazine
	Register	informal
	Indicative content	• The introduction - Opening paragraph **<u>can</u>** describe the setting, time and day. • 2/3 Body paragraphs: **Description of the storm and narrative linked to it** - Content may include references to places, characters and feelings. • The conclusion - Closing paragraph **<u>could</u>** contain a twist or an appropriate ending to the story.
Grammar and Vocabulary	**Language**	• use of present tenses, past tenses • can include use of direct speech • prepositions of time and place • a variety of adjectives and adverbs • linking words to show sequence
Organisation and Linking	**Layout**	The writing **<u>could</u>** be organised as follows: • An introduction to set the scene • 2/3 body paragraphs to develop the story (how the story starts; the problem/s caused by the stranger; the climax and resolution where the character/s solve the problem in a realistic way) • Conclusion – 2/3 sentences to end the story effectively

Criteria	Question	2. You want to enter a writing competition by writing an article called: "My *favourite place"*. Write a **description** of your favourite place. Some ideas that you can write about are: • describe what it looks like • describe some past experiences that make this place special • say why you like to be there
Task achievement and Relevance	**Genre/Type**	descriptive article
	Writer	Year 8 student
	Audience	students, teachers and parents
	Purpose	to describe your favourite place for a writing competition
	Register	formal
	Indicative content	• An introduction **<u>could</u>** include the **reason for the article.** • The main body paragraphs should **describe your favourite place** (e.g. location, size, layout) Candidates **<u>can</u>** present the **positive features** of this place by using linking words/phrases showing contrast (e.g. However, although, despite) Content **<u>may</u>** include references to the different sections of this place. • The final paragraph (conclusion) **<u>can</u>** state the student's **opinion** and/or **recommendation**.
Grammar and Vocabulary	**Language**	• factual language • present tenses and past tenses • full verb forms (no contractions) • use of adjectives • linking words • opinion words
Organisation and Linking	**Layout**	The writing **<u>could</u>** be organised as follows: • An eye-catching title/headline • An introduction which clearly outlines the topic • 2/3 body paragraphs which **describe** the different features of the library. The main body paragraphs should start with a topic sentence and **<u>can</u>** include evidence and examples. • A conclusion of around 2/3 sentences which may offer an opinion and/or recommendation

Criteria	Question	3. You have your own blog called iBlog and you want to tell your readers you have recently taken up a new sport. Write a blog post about it. Some ideas that you can write about are: • how you became interested in this sport • hours of training • your experience • some important advice
Task achievement and Relevance	Genre/Type	Blog post
	Writer	Blogger / Year 8 student
	Audience	readers of the blog
	Purpose	to describe and narrate one's experience, and give advice about this sport
	Register	informal
	Indicative content	• An introduction **could** include how you started this sport. • The body paragraphs should start with a topic sentence and **could** include a description of what the sport involves; how often you train; advice you want to give to those who want to take up this sport. • The conclusion **could** contain the candidate's overall experience and final recommendations.
Grammar and Vocabulary	Language	• Mainly present tenses and past tenses • Use of first person and appropriate informal language and tone; • can use contractions • Linking words • Variety of adjectives • Feeling and opinion words • Words used to give advice, e.g. "I suggest"
Organisation and Linking	Layout	The writing **could** be organised as follows: • An eye-catching title, which explains what the post will be about. • It can include a greeting to one's followers and **may** include the blogger's name and the date. • An introduction clearly outlines the sport activity • 2/3 body paragraphs, each having a different topic, can also include subheadings • Conclusion has 2/3 sentences and **can** offer opinion and advice • May include question(s) at the end to encourage readers to leave a comment

	Writing Marking Scheme Year 8 (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 / W7.3 / 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**

Read the poem labelled as Source C in the source booklet and answer all the questions that follow.

Underline the correct answer in questions 1 – 6. **1 mark**

1. The poem is about a girl who:
   ii. is trying to convince her parents to let her stay at home

2. When the girl says she has "the measles and mumps" (line 3) she is using a figure of speech called: **1 mark**

   i. alliteration

3. a. In the line "my tonsils are as big as rocks" (line 7) we find an example of **1 mark**
   iii. simile

   b. In the phrase above, the girl is saying that her tonsils are: **1 mark**

   ii. swollen

4. a. The rhyming scheme in the first four lines of this poem is: **½ mark**

   i. aabb

   b. This kind of rhyming consists of: **½ mark**

   iii. rhyming couplets

5. Find an example of run-on-lines from the poem. **1 mark**

   I've counted sixteen chicken pox
   And there's one more--that's seventeen,

6. What has the girl realised in the last four lines of the poem?
2 x 1 mark = 2 marks

The girl has realised that it was Saturday and that she had no school.

7. What does the poet use to show the sudden change in mood? **1 mark**
The poet uses: *Accept any ONE of the following:*

- **repetition of the word 'what'**
- **repetition of 'what's that'**
- **the use of question marks**
- **internal rhyme**

8. Do you like this poem? Say why or, why not by referring to the text.
1 mark

Award the one mark if students give a valid reason for liking or not liking the poem, supported by the text.

TASK D2: UNSEEN PROSE **10 marks**

Read the prose text labelled as source D in the source booklet and then answer all the questions that follow.

1. "He held up one finger". (line 3)
   a. Who is Issy referring to? **½ mark**
   She is referring to her grandfather/grandpa.

   b. What sign is this for Issy? **1 mark**
   It's a sign that he is about to start lecturing her/ grumbling/trying to teach her something.

2. a. Quote a simile from line 13. **½ mark**

   "skinny as a rake"

   b. What does this show us about this character? **½ mark**
   that he was very thin/slim/skinny

3. a. What figure of speech is used in: 'A full-time diet of extremely hard physical work' (lines 13-14) **½ mark**
   metaphor

   b. What does this figure of speech refer to? **1 mark**

   the fact that grandpa used to work very hard/work a lot

   c. How does Issy's life differ from grandpa's? **1 mark**

   she used to spend her time sitting down at a desk

4. We read that Issy ran her fingers through 'her cloudy black hair, full of beautiful curls'. (lines 16-17)

   a. What figure of speech is this? **½ mark**

      metaphor

   b. Explain what effect the author achieves by using this figure of speech. **1 mark**

      he shows us the shape of her hair; it was fluffy, the shape of a cloud, messy

5. 'Are you listening to me?' 'Yes, Gramps' (lines 23-24)
   What does this show about the relationship that Issy had with her grandfather? **½ mark**

   They were very close; he used to grumble/criticise and she was used to it.

6. At the end of the passage we read that 'The three bakeries, with their proud, shiny brass handles and old signs were gone now: fallen prey to the supermarkets and chains that favoured cheap white bread' (line 31).

   Quote two words from these lines, which the author uses to describe the three bakeries and which show how fond Issy was of them. **1 mark**

   "proud, shiny"

   b. Quote a personification used in these lines. **1 mark**

      "proud, shiny brass handles" "fallen prey to the supermarkets"

   c. Explain this personification in your own words. **1 mark**

      Accept any answer which is related to ONE of the following:

      EITHER

      The brass handles are given a human quality – "proud" – which is related to their attractive appearance.

      OR

      The bakeries are compared to a person/creature who has been killed by wild animals.

END OF MARKING SCHEME