



**Annual Examinations for Secondary Schools 2022**

|               |                |                       |
|---------------|----------------|-----------------------|
| <b>YEAR 9</b> | <b>ENGLISH</b> | <b>MARKING SCHEME</b> |
|---------------|----------------|-----------------------|

*Half marks are to be rounded up only after the global mark has been arrived at (e.g. 55½ → 56).*

**SECTION A – LANGUAGE**

**15 MARKS**

- A. Fill in the blanks with ONE word formed from those in brackets. The first one (0) has been done for you.  $\frac{1}{2}$  mark x 10 = 5 marks**

|                        |                       |
|------------------------|-----------------------|
| 1. <b>performance</b>  | 6. <b>musical</b>     |
| 2. <b>competition</b>  | 7. <b>famous</b>      |
| 3. <b>unbelievable</b> | 8. <b>exciting</b>    |
| 4. <b>length</b>       | 9. <b>optimistic</b>  |
| 5. <b>difficulties</b> | 10. <b>popularity</b> |

- B. Fill in the blanks with the correct form of the verb in brackets. The first one (0) has been done for you.  $\frac{1}{2}$  mark x 10 = 5 marks**

|                          |                                                                       |
|--------------------------|-----------------------------------------------------------------------|
| 1. <b>to create</b>      | 6. <b>was diagnosed</b>                                               |
| 2. <b>has drawn</b>      | 7. <b>says/said/has said</b>                                          |
| 3. <b>is undertaking</b> | 8. <b>was awarded</b>                                                 |
| 4. <b>has</b>            | 9. <b>has since travelled</b>                                         |
| 5. <b>was</b>            | 10. <b>will be launched/is going to be launched/is being launched</b> |

- C. Fill in the blanks with ONE word. The first one has been done for you.  $\frac{1}{2}$  mark x 10 = 5 marks**

|                   |                      |
|-------------------|----------------------|
| 1. <b>just</b>    | 6. <b>everyone</b>   |
| 2. <b>above</b>   | 7. <b>completely</b> |
| 3. <b>as</b>      | 8. <b>least</b>      |
| 4. <b>made</b>    | 9. <b>allowed</b>    |
| 5. <b>between</b> | 10. <b>However</b>   |

## SECTION B – READING COMPREHENSION

20 MARKS

- *Markers are reminded not to penalise language errors unless what is written is unintelligible.*
- *Answers do not have to be in full sentences.*
- *Unless otherwise indicated, award marks for answers which include the following content, which may also be rephrased.*

- Underline the correct answer. **½ mark x 3 = 1½ marks**
  - Which is the most suitable title for the passage?  
**iii. Guarding the Pike National Forest against wildfires**
  - In which section of the website would you find this newspaper article?  
**ii. Worklife**
  - What is the purpose of this text?  
**iv. To inform readers about a fire lookout's job.**
- Mark these statements (✓) **TRUE** or **FALSE** giving a reason for your answer. **1 mark x 4 = 4 marks**
  - Ashley's job is at risk.  
**TRUE** Reason: **She is the last person working as a fire lookout. / Her job has largely been replaced by technology.**
  - Ashley has five years' experience at her job.  
**FALSE** Reason: **She has been doing it for two seasons.**
  - You can reach the log cabin Ashley lives in by car.  
**FALSE** Reason: **It is accessible only on foot.**
  - There are many trails one can choose from in the Pike National Forest and around it.  
**TRUE** Reason: **There are a multitude of trails.**
- How is technology used to detect forest fires? **½ mark**  
**360-degree cameras, drones and aircraft equipped with heat sensors are used to detect fires in the area.**
  - Give TWO reasons which Ashley gives to defend her job. **½ mark x 2 = 1 mark**
    - The forest team appreciate the flexibility offered by humans.**
    - Fire lookouts can integrate information taken from the weather and surroundings and communicate it to the rescue teams.**
  - What three steps are taken once Ashley notices signs of smoke from her lookout tower? **½ mark x 3 = 1½ marks**
    - Ashley determines the fire's location with her Osborne firefinder.**
    - Ashley radios down to the emergency centre staff.**
    - The emergency centre staff send firefighting crews to respond.**
- What, according to the passage, are the two most common causes of forest fires? **½ mark x 2 = 1 mark**
  - People trespassing upon dry areas and leaving behind objects that can easily catch fire.**
  - Changes in climate.**

5. Quote a phrase of six words from lines 20 to 30 of the passage that shows that Ashley loves the fact that her job is unique. **1/2 mark**  
**"appreciates the novelty of her work"**

6. Which factors caused by climate change have affected the intensity of forest fires? **1/2 mark x 3 = 1 1/2 marks**

- **The higher temperatures**
- **Changing rain patterns**
- **Early snow melts**

7. Three headings (B-D) in the text have been left out. Fill in the table with the correct headings below. The first one (A) has been done for you. **1/2 mark x 3 = 1 1/2 marks**

|    | <b>Heading</b>                           |
|----|------------------------------------------|
| A. | Ashley's important role                  |
| B. | <b>Ashley's duties</b>                   |
| C. | <b>The harm caused by climate change</b> |
| D. | <b>What draws Ashley to the forest</b>   |

8. Find the word between lines 1 and 15 of the passage that means the same as: **1/2 mark x 4 = 2 marks**

- a. top - **summit (line 1)**
- b. holding tightly - **gripping (line 3)**
- c. copying - **mimicking (line 5)**
- d. put together - **integrate (line 13)**

9. What do these words refer to in the passage? **1/2 mark x 4 = 2 marks**

- a. me (line 11) - **Ashley**
- b. this (line 14) - **information (taken from the weather and surroundings)**
- c. who (line 23) - **emergency centre staff**
- d. its (line 32) - **belonging to Colorado's Front Range**

10. Why does Ashley feel it is her responsibility to preserve the forest? Give TWO reasons from the passage to support your answer. **1 mark x 2 = 2 marks**

*Accept answers similar to:*

- a. **She has a deep connection with the wilderness because she used to go camping with her mother.**
- b. **She wants other people to experience the joys of hiking and camping for many years /She wants to protect the environment for those around her.**

11. In your own words, explain how Ashley feels about living in the forest. **1 mark**  
**Reward answers which refer to the fact that Ashley enjoys looking at her surroundings and watching the sun. She is thankful for the peace and quiet.**

## SECTION C - LITERATURE

20 MARKS

### Part 1 - Unprepared Text: Poetry

10 marks

Read the following poem and answer the questions below.

1. The poem is written in ½ mark  
a. free verse  
b. alternate rhyme  
c. **rhyming couplets**

What is the effect of this rhyming scheme?

½ mark

**The rhyming couplets give the poem a sing song-like sound resembling a song lyric.**

2. In the poem the poet explores the themes of 1 mark  
a. **struggle, fulfilment and nature**  
b. nature, happiness and life  
c. life, struggle and sadness

3. a. Explain the last **two** lines of stanza 2. 1 mark  
**Men who readily get everything they need to survive never reach their full potential as only through difficulties human beings mature.**

- b. Find an example of enjambment and explain its effect. 1 mark  
**Accept answers such as "The tree that never had to fight/For sun and sky and air and light, etc. The effect is that the reader is carried smoothly and swiftly without interruption to the next line of the poem.**

4. Explain the extended metaphor which the poet makes use of throughout the poem. 1 mark  
**The speaker compares trees to human beings. A fulfilling life can only come after one has worked hard. Nothing worth having comes easily.**

5. How does the speaker contrast the two types of trees mentioned in the first and third stanza? 1 mark x 2 = 2 marks  
**The tree mentioned in the first stanza represents someone who has never had to fight for anything in their life. The tree in the third stanza "does not grow with ease" but had to struggle to survive.**

6. What is the significance of the title of the poem? 1 mark  
**"Good timber" represents the strong, stable and resilient men and trees. Good trees have survived through storms and an uncertain amount of sun, cold and "rain and snow". The same forces forged "the manly man".**

7. What is the message of the poem? 2 marks  
**People like trees, grow and reach their true potential by overcoming adversity. It is only through struggles, like a tree fighting through forest growth to reach the sun, that we grow and discover our true potential.**

## Part 2 - Unprepared Text: Prose

10 marks

Read the following passage and answer the questions below.

1. The passage is written 1 mark
  - a. in the first person
  - b. in the second person
  - c. **in the third person**
  
2. a. How is the reader introduced to Mr Gradgrind in this extract? 1 mark  
**He speaks in short sentences as he barks orders.**  
b. Quote a sentence from the second paragraph to support your answer. 1 mark  
**"Facts alone are wanted in life."**
  
3. a. "Plant nothing else, and root out everything else". What is the figure of speech being used here? 1 mark  
**This is a metaphor.**  
b. Explain its effectiveness. 1 mark  
**Reward answers that refer to the way he compares the students to plants in a field. Mr Gradgrind insists that everything which is not facts will be removed from the students' minds.**
  
4. Mr Gradgrind refers to the students as "reasoning animals". What does this show about the way he sees students? 1 mark  
**Reward answers that refer to the fact that he views students as a homogenous lot. They are a bunch of creatures that can only be taught facts without any room for creativity etc.**
  
5. Why is the writer's description of the classroom effective? 1 mark  
**Reward answers that refer to the fact that these are all adjectives that don't show any colour or joy but refer to a sense of boredom and monotony.**
  
6. Comment on the writer's choice of diction in the phrase "the inclined plane of little vessels". 1 mark  
**Reward answers that refer to how Mr Gradgrind thinks of them as rows of empty containers that need to be filled up by "facts".**
  
7. a. Comment on Mr Gradgrind's attitude when addressing one of the girls in class. 1 mark  
**He addresses her as "Girl number twenty". He is rude as he points at her with his "square forefinger". He makes her feel uncomfortable.**  
b. How does the writer's choice of words highlight the girl's feelings when she is being questioned by Mr Gradgrind? 1 mark  
**Reward answers that refer to the vocabulary used by the author, such as, "blushing" which shows how shy and uncomfortable she felt, "curtsying" which shows her respect for his authority and the way she speaks "in a trembling voice" to show that she was afraid of him.**

| <b>Writing Marking Scheme<br/>Year 9 Track 3<br/>(based on 25 marks)</b> | <b>Excellent – very good</b>                                                                                                      | <b>Good- average</b>                                                                                 | <b>Below average- weak</b>                                                                                              |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|                                                                          | <b>4</b>                                                                                                                          | <b>3-2</b>                                                                                           | <b>1-0</b>                                                                                                              |
| <b>Task Achievement and<br/>Relevance<br/>(4 marks)</b>                  | 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<br/>(4 marks)</b>                            | 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>Vocabulary<br/>(4 marks)</b>                                          | 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>8-7</b>                                                                                                                        | <b>6-3</b>                                                                                           | <b>2-0</b>                                                                                                              |
| <b>Grammatical accuracy<br/>(8 marks)</b>                                | 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>5-4</b>                                                                                                                        | <b>3-2</b>                                                                                           | <b>1-0</b>                                                                                                              |
| <b>Spelling<br/>(5 marks)</b>                                            | Spelling of low-frequency words mostly accurate with the occasional minor error.<br>0 mistakes = 5marks<br>1-2 mistakes = 4 marks | Spelling of low-frequency words fairly accurate.<br>3-4 mistakes = 3 marks<br>5-6 mistakes = 2 marks | Spelling of low-frequency and high-frequency words mostly inaccurate.<br>7-8 mistakes = 1 mark<br>9+ mistakes = 0 marks |

Word count: between 225 and 229, or 251 and 255, deduct 1 mark; below 224 or over 256, deduct 2 marks.