

Annual Examinations for Secondary Schools 2022

**YEAR 9 SEAC ENGLISH & COMMUNICATION
MARKING SCHEME**

SECTION A: LISTENING

25 marks

Please watch the audio-visual clip and answer all the questions that follow.

N.B. Kindly ignore spelling or grammatical mistakes unless it hinders comprehension. In that case, do not award the mark indicated.

Part 1

1. Are the following True (T) or False (F)? Tick (✓) the correct answer. (4 x 1 mark = 4 marks)

	True	False
a. The Winter Olympics have always hosted extreme games.	✓	
b. The first Winter Olympics were held in 1934.		✓
c. From its beginning till 1992, there was twice the amount of events in the Winter Olympics.		✓
d. World War II stopped the Olympics for a decade.	✓	

2. Complete the table with information from the text. (6 x 1 mark = 6 marks)

a. The country which hosted the first Winter Olympics	France
b. The original name of the event	International Winter Sports Week
c. The number of countries which took part in the first Winter Olympics	16
d. The name of an extreme sport from the line-up of the first Winter Games	Ski jumping
e. The year when the Winter and Summer Olympics took place for the last time	1992
f. The number of athletes taking part in the 1992 Winter Olympics	1,800

3. Tick (✓) **TWO** countries which were not allowed to take part in the 1948 Olympics. (2 x ½ marks = 1 mark)

a. France _____ c. The USA _____
b. Germany ✓ d. Japan ✓

4. Tick (✓) the country that hosted the 1980 Winter Olympics. (1 mark)

a. France _____ c. The USA ✓
b. Germany _____ d. Japan _____

5. Underline the correct answer. The text mainly: (1 mark)

a. describes the Winter X-Games in detail.
b. informs the public about the upcoming Winter Olympics.
c. advertises the extreme element in the Winter Olympics.
d. describes the history of the Winter Olympics.

(Total: 13 marks)

Part 2

6. Complete the phrase from the recording which shows how dangerous the games started to become in more recent editions: "**death**-defying sports". (½ mark)

7. Tick (✓) **SIX** sports mentioned in the text. (6 x ½ mark = 3 marks)

Accept any six of the following:

a. Alpinism	_____	g. Ice hockey	_____
b. Biathlon	_____	h. Luge	<u>✓</u>
c. Bobsleigh	_____	i. Skeleton	_____
d. Curling	<u>✓</u>	j. Ski cross	<u>✓</u>
e. Figure skating	<u>✓</u>	k. Snowboard cross	<u>✓</u>
f. Freestyle skiing	<u>✓</u>	l. Slope Style	<u>✓</u>

8. The first edition of the Winter X-Games took place in the year **1997**. (½ mark)

9. Underline the correct answer. What is special about Big Air Snowboarding? (1 mark)

a. Bigger stages.	c. Bigger tricks.
b. More sponsorships.	d. Fewer competitors.

10. The two winter sports shown on NBC at primetime are **snowboarding** and **figure skating**. (2 x 1 mark = 2 marks)

11. Are the following True or False? Tick (✓) the correct answer. (2 x 1 mark = 2 marks)

- | | True | False |
|---|-------------|-------------|
| a. The Winter Olympics is another name for the Winter X-Games. | _____ | _____✓_____ |
| b. Ski and snowboard cross featured in the Winter X-Games before appearing anywhere else. | _____✓_____ | _____ |

12. Underline the correct answer. (3 x 1 mark = 3 marks)

- a. At the end of the text, the speaker thinks that future Winter Olympics:
- i. will keep the same events.
 - ii. will be even more thrilling.**
 - iii. will be less interesting.
 - iv. will have more spectators.
- b. This video is intended for...
- i. ...athletes of past Winter Olympics.
 - ii. ...new spectators of the Winter Olympics.**
 - iii. ...parents of young athletes.
 - iv. ...coaches of young athletes.

13. After watching this video clip, tick (✓) the video you would likely watch next.

 <p>If Cute Babies Competed in the Winter Games Olympic...</p> <p>Olympics ✓ 28M views • 4 years ago</p> ☐	 <p>The history of English (combined)</p> <p>OpenLearn from The Open University 2.5M views • 10 years ago</p> ☐
 <p>Best Of The Winter Olympics</p> <p>Olympics ✓ 397K views • 8 years ago</p> ☒	 <p>5 TIPS TO BECOMING A BETTER CURLER</p> <p>Unisport 2.5M Views • 2 years ago</p> ☐

(Total: 12 marks)

SECTION B: READING**25 marks****Task B1: Please refer to Source A found in the Source booklet and answer ALL questions.**

1. Underline the correct answers.
- a. Who is this poster intended for? (½ mark)
- i. **Children and young people.** iii. Firefighters in training.
- ii. Adults caring for children. iv. Chefs in training.
- b. Why was this poster created? (½ mark)
- i. To scare people from experimenting in the kitchen.
- ii. To give cooking tips to those interested in preparing food.
- iii. **To help protect those who are interested in cooking.**
- iv. To teach the correct kitchen etiquette.
- c. Which of the following instructions is meant to protect the reader from getting accidentally burned? (½ mark)
- i. Eat on a hard surface.
- ii. Check your home for safety.
- iii. **Keep it on the back burner.**
- iv. Use the microwave until you are tall enough to reach.
2. Some of the pieces of advice on the poster have been removed. Put the following advice in the correct column by matching the advice in the left-hand column to the letter on the poster in the right-hand column. (4 x ½ mark = 2 marks)

Piece of advice		Letter
i. Dismantle a smoke alarm	<u>ii</u> OR <u>iii</u>	A
ii. Establish a 1-metre safety zone	<u>ii</u> OR <u>iii</u>	B
iii. Watch what you're cooking	<u>i</u> OR <u>iv</u>	C
iv. Let pot handles hang off the stove where you can knock them	<u>i</u> OR <u>iv</u>	D

3. What is the main reason young ones are burned in the kitchen? (½ mark)
- Scalding from hot liquids.**
4. Mention **ONE** way how readers can get information on other family safety topics. (½ mark)

Via the Keep Spriggy Safe app OR Through the website.

5. What is the sentence "Water heated to 100°C can cause a third-degree burn in two seconds" warning about? Tick (✓) **TWO** statements. (2 x ¼ mark = ½ mark)
- a. ____ The suffocating effect of smoke and water vapour.
 - b. ____ The destructive effect of heated water on objects.
 - c. ✓ The rapidity at which heated water can cause damage.
 - d. ____ The rapidity at which boiling water can cool down.
 - e. ✓ The intensity of the harm boiling water can cause. **(Total: 5 marks)**

Task B2: Please refer to Source B found in the Source Booklet and answer ALL questions.

6. Choose the correct answer.
- a. Which title would best fit this article? (½ mark)
i. Teen Shopping Habits
 - b. Who is this article intended for? (½ mark)
iii. Teenagers interested in their spending habits
 - c. What is the purpose of this article? (½ mark)
i. To inform teenagers about their shopping habits.
 - d. Under which tab would you find this article? (½ mark)
iii. Lifestyle
7. According to the text, tick (✓) if the following are True or False. (4 ½ mark = 2 marks)
- | | True | False |
|--|-------------|--------------|
| a. Piper Jaffray is the person who conducted the survey. | ____ | <u>✓</u> |
| b. About 25% of the US population is made up of teenagers. | <u>✓</u> | ____ |
| c. There is no difference between male and female buying habits. | ____ | <u>✓</u> |
| d. The attraction of shopping lessens with age. | <u>✓</u> | ____ |

8. In your own words, explain why product boycotting is particularly feared by companies. (1 mark)

Accept any answer which refers to the speed at which boycotting efforts travel online and how this leads to bankruptcy.

If the candidate does not attempt to use their own words, the mark should not be awarded.

9. In your own words, why do teenagers have more money to spend according to the text? (½ mark)

They have fewer recurring expenses and less commitments such as loans to pay off a house or university courses.

If the candidate does not attempt to use their own words, the mark should not be awarded.

10. Complete the grid with information from the text. (2½ marks)

Teen shopping brand fact file	
a. The product Lululemon makes:	Leggings
b. The second most popular athletic apparel brand:	Lululemon
c. The top name in beauty shops:	Ulta
d. The name of the brand which just managed to be on the make-up list:	Glossier
e. The brand that is second on the footwear brand list:	Vans

11. Match the subheadings with the correct paragraphs by writing the number of the correct paragraph. The first one (a) has been done for you. (3 marks)

Subheading	Par.
a. Stereotypes about teens and shopping: fact or fiction?	1
b. A growing opportunity for retailers	3
c. Teens are more concerned about their personal image	8
d. What makes Gen Z different	5
e. Teens have more money to spend than other age groups	7
f. A study of American teenage shoppers	2
g. Teens like to shop, but so do others	6

12. Find words or phrases from lines 29 to 37 which mean the same thing as: (2 x ½ mark = 1 mark)

- a. quickly: **rapidly**
 b. disastrous: **catastrophic**

13. What do the following words from the text refer to? (2 x ½ mark = 1 mark)

- a. who (line 15): **teenagers**
 b. this (line 38): **the study**

14. In about 55 to 65 words and in your own words, give a summary of the findings of the studies on teenage shopping habits cited from lines 39 to 56. (5 marks)

Main points:

- **shopping not just for themselves, but also for loved ones**
- **women of all ages like to shop**
- **teens have a lot of money to spend**
- **teens do not have expenses for living, studying, etc.**
- **teens need to spend money to maintain their image**
- **older women care less for image but more for other things**

5 marks						
	3	2.5	2	1.5	1	0.5 – 0
Salient points 3 marks	6 salient points are paraphrased and included.	5 salient points are paraphrased and included.	4 salient points are paraphrased and included.	3 salient points are paraphrased and included.	2 salient points are paraphrased and included.	1 or 0 salient points are paraphrased and included.
	1	0.5	0			
Organisation and structure 1 mark	Writing is well-organised. Good use of linking words.	Writing is adequately organised. Adequate use of linking words.	Writing is poorly organised. Limited use of linking words.			
Accuracy 1 mark	Grammatical structures and syntax are accurate.	Grammatical structures and syntax are mostly accurate.	Grammatical structures and syntax are limited and inaccurate.			

(Total: 18 marks)

Task B3: Please refer to both Source A and Source B found in the Source Booklet and answer ALL questions.

15. Tick (✓) the correct column. Which text...

	Source A	Source B	Both
a. is written in an informal tone?		✓	
b. refers to statistics?			✓
c. includes facts and opinions?		✓	
d. uses visuals to reinforce its message?	✓		

(4 x ½ mark = 2 marks)

SECTION C: WRITING

25 marks

Answer both Task C1 AND Task C2.

Task C1: You work with a travel agency which promotes Malta as a destination. As a service to your clients, you write itineraries to help them make the best of their stay in Malta. A client has asked for a three-day itinerary for a short trip to our island in the last weekend of June. Write the final two days of the itinerary below. Day 1 is done for you. Complete Day 2 and Day 3 on the lines below.

(5 marks)

CRITERIA	DESCRIPTOR	MARK
Text is in chronological order	Mark awarded if events/activities are listed in order of morning/afternoon/evening etc.	½ mark
Text is informative	Mark awarded if candidate provides information regarding reaching the places indicated, times of arrival and departure, and so on	½ mark
Text is descriptive	Mark awarded if candidate briefly specifies what each activity entails	½ mark
Text mentions different places on different days	Mark awarded if candidate does not repeat destinations and activities	¼ mark
Text mentions departure on Day 3	Mark awarded if candidate mentions going to the airport at the end of Day 3	¼ mark
Accuracy	Spelling is accurate	1 mark
	Grammar is accurate The present simple is used	1 mark
	Punctuation is accurate	1 mark
		5 MARKS

NB. Marks are to be rounded to the nearest half after adding all of the marks.

Task C2: Choose ONE title from the ones below and write on the lines provided. (20 marks)

Criteria	Question	The Malta National Theatre wants to promote itself with younger audiences. To this end, the director has organised a short story competition. In not less than 220 words, write a story where the setting is the Malta National Theatre to be published on the website.
Task achievement and Relevance	Genre/Type	Short story
	Writer	Year 9 student
	Audience	The readers of the Malta National Theatre website
	Purpose	Narrate a story set within the Malta National Theatre
	Register	Semi-formal
	Indicative content	<ul style="list-style-type: none"> - Includes a suitable title to whet the reader's appetite; - The introduction sets the scene and gives an idea what the story is about; - The main body paragraphs move the story along, presenting the reader with a rising action, a problem and a resolution; - The body paragraphs can be set out as follows: - Body 1- rising action – starting the action of the story; - Body 2- problem – protagonist of story is faced with a problem - Body 3 – resolution – protagonist solves the problem either through own action or through outside influence - Conclusion has 2/3 sentences and may sum up the narrator's change in outlook following the experience narrated. - The story may be written within one of a number of genres.
Grammar and Vocabulary	Language	<ul style="list-style-type: none"> - Descriptive language describing the Malta National Theatre; - Contractions and short types of phrases or simple sentences are accepted if the tone of the story is informal; - Mostly past tenses; - Use of either the first person or third person, and appropriate formal or informal language and tone to address the audience and purpose; - Vocabulary including idioms, phrasal verbs and expressions related to the world of the theatre and the context of the story; - Opinion and feeling words.
Organisation and Linking	Layout	<p>Short story is organised in a series of short paragraphs. Possible use of dialogue within speech marks within or between paragraphs.</p> <p>Ideas are organised and link with informal linking words and phrases.</p>

Criteria	Question	Last year, your youth group was asked to work on a project to embellish an open space in your locality and make it more family-friendly. In not less than 220 words, write an informative report to present to your mayor in which you outline what work has been carried out, how this will improve the area for the locals, and what could still be done to further improve it.
Task achievement and Relevance	Genre/Type	Informative report
	Writer	Year 9 student
	Audience	The mayor of the student's locality
	Purpose	Inform about work carried out and its effects, and what can be done to improve it
	Register	Formal
	Indicative content	<ul style="list-style-type: none"> - Includes a suitable title to clearly state the topic of the report; - The introduction states the purpose and content of the report; - The main body paragraphs present the relevant information using suitable subheadings; - The body paragraphs can be set out as follows: - Body 1 – work carried out as part of the embellishment project; - Body 2 – how the work will create a better environment for the locals - Body 3 – possible work which could be carried out in the future as a result of the groundwork prepared by this project - Conclusion has 2/3 sentences and sums up the information given, possibly including an opinion, suggestion, and/or recommendation.
Grammar and Vocabulary	Language	<ul style="list-style-type: none"> - Descriptive language describing the project; - Use of complex sentences written in non-colloquial English; - Stock phrases to begin and end report; - A mixture of mostly past and future tenses; - The passive voice; - Vocabulary including idioms, phrasal verbs and expressions related to the locality and the project; - Vocabulary related to opinions, suggestions and recommendations (e.g. use of modals).
Organisation and Linking	Layout	<p>Report is organised in a series of short paragraphs. Use of subheadings to make organisation transparent and to quickly provide the reader with the information required</p> <p>Header at the top of the first page to provide To:, From:, Subject: and Date: information.</p> <p>Ideas are organised and link with formal linking words and phrases.</p>

Criteria	Question	You are very proud of a particular sports personality from your village who has recently been nominated for the Malta Sports Academy's Personality of the Year Award. In not less than 220 words, write the biography of this local sports personality to be published in this year's Awards' celebratory programme.
Task achievement and Relevance	Genre/Type	Biography
	Writer	Year 9 student
	Audience	Sports personalities and journalists attending the Awards
	Purpose	Inform about the life and achievements of a sports personality
	Register	Formal
	Indicative content	<ul style="list-style-type: none"> - Includes a suitable title indicating the name and surname of the sports personality; - The introduction provides an overview of the personality; - The main body paragraphs present a chronological history of the personality; - The body paragraphs can be set out as follows: <ul style="list-style-type: none"> - Body 1 – the personality's early efforts within the sport; - Body 2 – how the efforts paid off and the personality achieved success; - Body 3 – future goals of the personality, or their charitable efforts within the community - Conclusion has 2/3 sentences and sums up the information given.
Grammar and Vocabulary	Language	<ul style="list-style-type: none"> - Descriptive language describing the athlete; - Use of complex sentences written in non-colloquial English; - Use of past tenses, with stative verbs possibly used in the introduction and conclusion; - Vocabulary including idioms, phrasal verbs and expressions related to sports.
Organisation and Linking	Layout	<p>Biography is organised in a series of short paragraphs. Possible use of subheadings to make organisation transparent and to quickly provide the reader with the information required.</p> <p>Ideas are organised and presented in chronological order, and link with formal linking words and phrases.</p>

20 MARKS	4	3 – 2	1 – 0
Task achievement (content, relevance, text type features)	<ul style="list-style-type: none"> Task is achieved in full or quite well; Content is completely or mostly relevant; Text type features are entirely or mostly appropriate. 	<ul style="list-style-type: none"> Task is achieved in part; Content is not always relevant; Text type features are not always appropriate 	<ul style="list-style-type: none"> Task is hardly achieved; Content is under-developed; Text type features are minimally appropriate.
Language use	<ul style="list-style-type: none"> Varied and accurate or mostly accurate grammatical structures and syntax; Excellent or good choice of expression; Accurate or good use of punctuation. 	<ul style="list-style-type: none"> Grammatical structures and syntax are rather basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but with some errors. 	<ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with some inaccuracies; Punctuation use is rather poor.
Organisation and Structure (Coherence and Cohesion)	<ul style="list-style-type: none"> Writing is structured and organised into a coherent prose; Paragraph features are adhered or mostly adhere to; Sentences and paragraphs are mostly cohesively linked; The reader can follow the line of argumentation / exposition / idea / thought quite effortlessly. 	<ul style="list-style-type: none"> Paragraph and sentence structure are fairly correct though unambitious; Paragraph features are somewhat evident; There may be some evidence of cohesion between and within sentences as well as between paragraphs; The reader may have to make some effort to follow the line of argumentation / exposition / idea / thought 	<ul style="list-style-type: none"> Paragraph and sentence structure show lack of control; Paragraph features are rarely evident; There may be little evidence of cohesion between and within sentences as well as between paragraphs; The reader has to make an effort to follow the line of argumentation / exposition / idea / thought.
Vocabulary and Register	<ul style="list-style-type: none"> Wide-or good ranging and appropriate vocabulary; Excellent choice of register or appropriate use of register. 	<ul style="list-style-type: none"> Choice of vocabulary is unambitious and sometimes inaccurate; Adequate use of register but with some inaccuracies. 	<ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words; Not sensitive to the choice of register
Spelling	<p>Spelling of low-frequency words mostly accurate with the occasional minor error.</p> <ul style="list-style-type: none"> 0-3 mistakes = 3 marks 	<p>Spelling of low-frequency words fairly accurate.</p> <ul style="list-style-type: none"> 4-6 mistakes = 2 marks 	<p>Spelling of low-frequency and high-frequency words mostly inaccurate.</p> <p>7-8 mistakes = 1 mark</p> <ul style="list-style-type: none"> 9+ mistakes = 0 marks