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

Track 1

Annual Examinations for Secondary Schools 2022

YEAR 11 ENGLISH
MARKING SCHEME

Half marks are to be rounded up only after the global mark has been arrived at (e.g. 55½ =56). No marks are to be rewarded if answers are not spelled correctly.

Section A – LANGUAGE 15 MARKS

A. Fill in the blanks with the correct form of the verb in bracket.

(½ mark x 10 =5 marks)

1.	hitched	6.	was
2.	to discover	7.	were unpacking
3.	had been	8.	are taking
4.	have named	9.	recovers
5.	is	10.	will rehome

B. Fill in the blanks with the correct form of make or do.

(½ mark x 10 =5 marks)

1.	has made	6.	make
2.	is making	7.	have done
3.	made	8.	to do
4.	to make	9.	do
5.	making	10.	am doing

C. Fill in the blanks with the correct preposition. (½ mark x 10 = 5 marks)

1.	at	6.	with
2.	of	7.	Before
3.	in	8.	on
4.	on	9.	under/behind
5.	towards	10.	until

Section B – READING COMPREHENSION **20 MARKS**

Note:

- 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 instructed, award marks for answers, which include the following content, which may also be rephrased.

1. Underline the correct answer. **(1 mark)**
   Which would be the best title for this article?

   a. The best father in the world
   b. Jason, a juggler and a father
   c. Unusual jobs around us

2. Fill in the grid with the missing information. **(½ mark x 4 = 2 marks)**

20	the number of years Jason has been working as a juggler
15	**the size of the drum set in feet**
175	**the maximum number of shows he does every year**
2	the number of times in a year when he is away from his family for 5 or more days

3. List the TWO things that Jason loves about his job. **(1mark x 2 = 2 marks)**
   a. Being creative
   b. Making people laugh

4. How do other jugglers help Jason? **(2 marks)**
   When Jason sees other jugglers they inspire him to push himself further (1 mark) and keep reinventing himself/changing. (1 mark)

5. Underline the correct answer. What does "he's focused on the art of parenthood " in line 23 mean? **(1 mark)**
   a. He likes to paint with his children.
   b. He concentrates on being a good father.
   c. He reads books about parenthood.

6. Why did Jason book a 10-day tour? **(1 mark)**
   Because it was paid well/it was too good an opportunity to miss.

7. In which paragraph do we read about

(½ mark x 4 = 2 marks)

	Paragraph
juggling at a young age?	**A**
bullying at school?	**F**
working in various places?	**E**
starting their own company?	**B**
helping others through the show?	**G**

8. Are these statements TRUE or FALSE? Underline the correct answer and give a reason. **(1 mark x 4 = 4 marks)**

   a. Jason had other jobs before he became a juggler.

   False because it's the only job he ever had.

   b. Jason still practises 8 hours daily.
   False because nowadays he does not practise that much.

   c. Jason performed at the White House more than once.
   True because he even performed at the White House three times.

   d. The Tardy brothers' show is the same for all ages.
   False because it is tailor made for each age group.

9. What do these words refer to in the passage? **(½ mark x 4 = 2 marks)**

a.	them (Line 5)	**Jason and his brother**
b.	his (Line 11)	**Jason (Tardy)**
c.	they (Line 47)	**The bullies**
d.	it (Line 53)	**The show**

10. Between lines 40 – 60 (OR paragraphs F, G and H) find a word which means the same as the following. **(½ mark x 4 = 2 marks)**

a.	stupid	**dumb (line 44)**
b.	deal with	**tackle (line 50)**
c.	stop	**quit (line 57)**
d.	difficulties	**obstacles (line 58)**

11. The main purpose of this article is to **(1 mark)**

   a. persuade the reader to try juggling

   b. inform the reader about Jason's job

   c. argue against juggling

Section C – LITERATURE **20 MARKS**

Answer all the questions.

UNPREPARED TEXT – POETRY **10 marks**

1. Underline the best answer. **(½ mark)**

   According to the poet, when one stays next to the fireplace one can

   i. get a sun tan
   ii. hear loud noises
   iii. feel beautiful sensations
   iv. hear the birds

2a. Underline the best answer. The first stanza is made up of a number of questions. These are called

   i. rhetorical questions
   ii. poetical questions
   iii. persuasive questions **(1 mark)**

b. These questions are effective since they create a sense of: **(1 mark)**

   i. sadness

   ii. happiness

   iii. **curiosity**

3. Find a simile in the first stanza and explain the effect of the simile that you choose. **(1 mark x 2 = 2 marks)**

Example of a simile	**"the warmth created like a sun that came and shone upon your body"**
Its effect	**The feeling of warmth created by the fireplace is similar to the feeling one has when staying in the sun.**

4. The poet uses the word "crackle" in the first line of the second stanza. What figure of speech is this?

a. Underline the correct answer. **(1 mark)**

i. **onomatopoeia**

ii. personification

iii. metaphor

iv. alliteration

b. Find another example of the same figure of speech. **(½ mark)**

sizzle

5a. "in a cozy, cozy nest." Why is the last line of the poem effective? **(1 mark)**
The repetition emphasises how cozy the atmosphere is.

b. In this line the rhythm is **(1 mark)**
i. very fast
ii. fast
iii. steady
iv. slow

6. Underline the correct answer. The shape of the poem reminds you of **(½ mark)**

a) a fireplace
b) a flame
c) a nest

7. What is the rhyming pattern of the last four lines of the poem? **(½ mark)**

It has an alternate rhyming pattern/abcb

8. What is your personal reaction to the poem? **(1 mark)**

ACCEPT any suitable answer.

UNPREPARED TEXT – PROSE **10 marks**

1a. Underline the correct answer. The extract is mainly **(½ mark)**

i. a narrative and descriptive text

ii. a dialogue

iii. a play script

iv. a diary entry

b It shows the point of view of **(½ mark)**

i. an old man

ii. a young man

iii. **a boy**

2. List THREE descriptions of the man. **(1 mark x 3 = 3 marks)**

ACCEPT any three of the following:

- **Not very tall**
- **Very old**
- **Wore only a pair of tattered trousers**
- **Carried a large knife in his belt**
- **Was thin**
- **Had copper brown/tanned skin**
- **Had little white and long hair on head**
- **Had little white and long hair on his chin**
- **His skin lay in folds**

3. Lines 7 – 8 "It looked like some kind of a fruit at first, a nut perhaps, a peanut." Why do you think the boy compared the man's drawing in the sand to a kind of fruit or peanut? **(1 mark)**

To describe the shape of the drawing of the map.

4. Line 8 "Now I understood. It was a map of the island." These are two effective short sentences. What kind of feeling do these sentences create? Underline the correct answer. **(1 mark)**

   a) shock
   b) boredom
   c) realisation

5. Lines 11 – 12 "You, boy. You here,' he said, pointing back towards my cave at the end of the beach". What does the direct speech tell us about the old man? **(1 mark)**

   ACCEPT answers that show that he does not speak English fluently. / He is trying his best to communicate with the narrator despite the language problem.

6. Lines 15 – 16 "all kinds of ticks and pyramids and crosses and horizontal lines and slashes and squiggles". Why do you think the narrator uses the word "and" 5 times here? **(1 mark)**

   ACCEPT answers that show the different/variety of symbols the old man drew.

7. Lines 18 –19 "And he brought his hand down sharply like a chopper." Here the narrator is using a figure of speech. What is this figure of speech? **(1 mark)**

   Simile

8. At the end of the extract the boy says: "I was already in no doubts as to what he meant." What has the boy understood? **(1 mark)**

   ACCEPT answers that describe how the man had divided the island in two parts – a large and a small part, and the boy had to stay in the small part of the island.

Section D – COMPOSITION **25 MARKS**

Writing Marking Scheme Year 11 Tr 1 (based on 25 marks)	**Excellent – very good**	**Good- average**	**Below average- weak**
	4	**3-2**	**1-0**
Task Achievement and Relevance (4 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 (4 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.
Vocabulary (4 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.
	8-7	**6-3**	**2-0**
Grammatical accuracy (8 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.
	5-4	**3-2**	**1-0**
Spelling (5 marks)	Spelling of low-frequency words mostly accurate with the occasional minor error. 0 mistakes = 5marks 1-2 mistakes = 4 marks	Spelling of low-frequency words fairly accurate. 3-4 mistakes = 3 marks 5-6 mistakes = 2 marks	Spelling of low-frequency and high-frequency words mostly inaccurate. 7-8 mistakes = 1 mark 9+ mistakes = 0 marks

Word count: Between 145 and 149 or 201 and 205, deduct 1 mark; below 145 or over 205, deduct 2 marks.