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

Track 3

Annual Examinations for Secondary Schools 2022

YEAR 11 ENGLISH LANGUAGE MARKING SCHEME

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

In Exercises A – D no mark is to be awarded if the answer is spelt incorrectly.

A. Read the following and fill in the blanks with the correct form of the verb in brackets. The first one (0) has been done for you. 10 x ½ mark = 5 marks

Accept shortened forms e.g. doesn't.

1. **have been found**
2. **intending**
3. **had been hiking**
4. **were fading / faded**
5. **had lit**
6. **being brought / having been brought**
7. **were taken**
8. **had not stayed**
9. **would have turned**
10. **will not stop**

B. Fill in the blanks with a word formed from those in brackets. The first one (0) has been done for you. 10 x ½ mark = 5 marks

Answer No. 1: Marks are to be awarded only if the word is written with a capital letter.

1. **Unfortunately**
2. **fairly**
3. **seasonal**
4. **endless**
5. **dishonest**
6. **exertion/s**
7. **adequately**
8. **honourable**
9. **responsibility**
10. **agricultural**

C. Fill in the blanks with ONE word. The first one (0) has been done for you.
10 x ½ mark = 5 marks

Accept any other words which are logical and grammatically appropriate in the context.

1. **apart**
2. **down / on**
3. **however / though**
4. **example / instance**
5. **their**
6. **by**
7. **shown / revealed**
8. **exposure**
9. **but**
10. **variety /diversity / array / range**

D. Complete the second sentence so that it has a similar meaning to the first one. The first one (0) has been provided as an example.

5 x 1 mark = 5 marks

1. Paul said he'd rather **not leave** later than that as **they had done the year before**.
2. Despite **going** to sleep early, the **following** morning Tom/he still woke up late.
3. No sooner **had Paul arrived than** Tom rushed out of the house to apologise.
4. Tom suggested **stopping** at a supermarket on the way **as**/**because** he **had forgotten** the supplies at home.
5. If they **hadn't left late / had left early, they wouldn't have arrived** at the camping site when it was already dark.

E. COMPREHENSION 30 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 indicated, award marks for answers which include the following content, which may also be rephrased.*

1a. Tick (✓) the most suitable answers. 2 x 1 mark = 2 marks

This passage is most likely taken from:

	i. an encyclopaedia
	ii. a scientific journal
✓	iii. a newspaper
	iv. the preface of a cookery book

b. The purpose of this passage is to:

	i. advise and persuade
✓	ii. inform and explain
	iii. entertain and analyse
	iv. instruct and describe

2. Why do you think the writer chose to use the word 'peels' in the title of the passage? 2 marks

The use of 'peels' is a play on words as the passage is about food/as the first paragraph mentions bananas. *(Award 1 mark if candidates only say that the passage is about food or only give the meaning of the word.)*

3. From lines 1 – 7, quote a phrase of four words which shows that bananas are eaten by both rich and poor people. 1 mark

across the socio-economic spectrum (lines 3 – 4)

4. Mention <u>two</u> discoveries, made before Stockhammer's study, which helped archaeologists understand what food was eaten in ancient times.

2 x ½ mark = 1 mark

a. **The pots of honey stored in ancient tombs**
b. **The cooking ash found in pottery shards**

5. In what way was Stockhammer's research different from what had been done before? 1 mark

He and his team used new techniques to analyse the dental pulp / plaque preserved in the teeth of (16) ancient Mediterranean people.

6. Why is the discovery that Bronze Age people of the Mediterranean had access to turmeric an important find? 1 mark

It was the earliest evidence found that prehistoric people of the Levant had access to turmeric. / It pushes the date of its presence in Mediterranean diet back by 1000 years. / It hints that the ancient culinary scene (of the Mediterranean) was far more sophisticated than we had previously imagined.

7. Apart from the food they ate, mention one difference and one similarity between the individuals the researchers studied. 2 x 1 mark = 2 marks

a. Difference: **The individuals found buried in Megiddo appeared to be wealthy while those found at Tel Erani did not seem so well off.**
b. Similarity: **they all had bad dental hygiene.**

8. Mention <u>two</u> limitations of the research. 2 x ½ mark = 1 mark

Accept any two of the following:

a. **The research is based on the study of only 16 individuals.**
b. **The study does not reveal how the food was transported.**
c. **The study does not reveal how local traders distributed these foods.**

9. Using *your own words*, explain what Stockhammer means by: "It is very difficult to describe such markets, as we <u>lack visual</u> as well as <u>textual evidence</u>." (lines 54 – 55). Pay particular attention to the underlined words.

2 x 1 mark = 2 marks

The researchers are not sure what ancient markets were like as <u>they did not find pictures / images / artefacts</u> or <u>documents</u> which described them.

10. Explain how, according to the passage, ancient people are similar to modern people. 2 x 1 mark = 2 marks

Accept any two of the following points:

a. **Like ancient people, our diets rely on international trade.**
b. **Like ancient people, we are ready to go to great lengths to obtain particular foods.**
c. **Our desires are similar.**

11. State whether the following are True (T) or False (F). Give a reason to prove whether each statement is True or False. 4 x 1 mark = 4 marks
Marks are to be awarded if BOTH the reason and the 'True or False' part of the answer are answered correctly. ½ marks are NOT to be awarded.

a. In the fifteenth century, bananas were grown in Europe.
F because **they arrived in Europe during the fifteenth century. / They originally came from South Asia.**

b. Bananas have always been a staple food in Europe.
F because **they started as a delicacy for the few.**

c. It is widely believed that ancient humans ate only the food grown near their home.
T because **it is a prevailing idea.**

d. Sesame is no longer found in the food eaten in the Levant.
F because **it is hard to imagine Levantine cuisine without sesame-based foods. / it is considered essential in these cuisines.**

12. What do the words / phrases below refer to in the passage?
4 x ½ mark = 2 marks

a. half a world away (line 5): **South Asia**
b. their (line 12) **Belonging to ancient humans / people in the past**
c. these peoples (line 22): **(16) ancient Mediterraneans**
d. these foods (line 30) **Turmeric and soybeans**

13. Give the meaning of the following words as used in the passage.
4 x ½ mark = 2 marks

a. exotic (line 13): **Strange / unusual**
b. processed (line 32) **Not in their original form / altered during preparation**
c. expands (line 48): **Enlarges / increases / develops / grows**
d. assume (line 55): **Accept as true without proof / believe**

14. Summary. In a paragraph of between 75 – 85 words, summarise the reasons for which Stockhammer's study is considered important. 7 marks

a. The study shows that ancient people did not simply eat what they grew.
b. It pushes the entry of certain foods (like turmeric and soybeans) into the Mediterranean diet by a thousand years.
c. The researchers found that these foods were eaten in processed forms.
d. It shows that these ancient people had a sophisticated diet.
e. It shows that even sesame was imported at the time.
f. It reveals that ancient people interacted with other people living far away. / that Eastern Mediterranean people traded and communicated with South Asian people.

Marks are to be awarded as follows:

7 marks				
	3	**2.5 - 2**	**1.5 - 1**	**0.5 – 0**
Salient points 3 marks	All 6 salient points are paraphrased and included.	5 – 4 salient points are paraphrased and included.	3 – 2 salient points are paraphrased and included.	1 or no salient points are paraphrased and included.
	2	**1**	**0.5**	
Organisation and structure 2 marks	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 2 marks	Grammatical structures and syntax are accurate.	Grammatical structures and syntax are mostly accurate.	Grammatical structures and syntax are limited and inaccurate.	

- No marks are to be awarded for organisation and structure unless at least 3 of the salient points are included.
- 1 mark is to be deducted from the total if the summary is shorter than 75 or longer than 85 words.

F. COMPOSITION

Essay No. 3: Format of report: ***Up to 3 marks are to be deducted from Task Achievement if candidates do not include the correct format. Marks are to be deducted as follows:***

From:	½ mark
To:	½ mark
Subject:	½ mark
Date	½ mark

If no subheadings are used, deduct 1 mark.

Writing Marking Scheme Year 11 Track 3 (based on 30 marks)	**Excellent – very good**	**Good - average**	**Below average - weak**
	5-4	**3-2**	**1-0**
Task Achievement and Relevance (5 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 (5 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 (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.
	10-8	**7-4**	**3-0**
Grammatical accuracy (10 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 = 5 marks 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 295 and 299, or 351 and 355, ***deduct 1 mark***; below 294 or over 356, ***deduct 2 marks***.