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

Track 2

Annual Examinations for Middle Schools 2023

YEAR 7 ENGLISH MARKING SCHEME

SECTION B: READING 25 MARKS

TASK B1: Questions on Source A

Underline the correct answer. **½ mark x 2 = 1 mark**

1. The text provides
   a. a list of the world's top trackers
   b. <u>help before buying a tracker</u>
   c. a guide on how to use trackers

2. The blogger
   a. is afraid of new technology
   b. advertises new technology
   c. <u>loves new technology</u>

3. Quote a part sentence found between lines 5-18 which shows that mobile phones and other devices have increased parents' worries. **1 mark**
   "digital devices have only added to those concerns"

4. a. According to the writer, why do parents consider buying a smartphone for their young children? **1 mark**
   To keep track of their whereabouts.

   b. Find a disadvantage of smartphones mentioned between lines 5-18. **1 mark**
   Children can become victims to online predators (or dangerous callers).

5. a. What does GPS stand for? **½ mark**
   Global Positioning System

   b. Complete the sentence. The main function of a GPS tracker is to **<u>check on your child's location at any time</u>** **1 mark**

6. Underline the correct answer and complete the sentence.

   The author is (in favour of, **<u>against</u>**, indifferent to) smartphones because the text says ("beg for smartphones", "parents should instead consider a GPS kids tracker", **<u>"that menace of a smartphone"</u>**). **1 mark x 2 = 2 marks**

   The underline and the reason need to tally for marks to be awarded.

7. Tick (✓) the correct boxes with the THREE different designs mentioned in the text. **½ mark x 3 = 1½ marks**

✓	✓	☐
✓	☐	☐

8. Fill in with the correct feature as mentioned in the text.
½ mark x 5 = 2½ marks

		Feature
a	This makes the device more enjoyable for kids.	**a camera**
b	This ensures that the kids do not break the tracker easily.	**durable**
c	This enables the kids to attach the tracker to their clothes.	**wearable**
d	This allows parents to control the contact list.	**a (reliable) parent app**
e	This allows the user to control when to be contacted.	**Do Not Disturb mode**

9. Complete the sentence. **1 mark x 2 = 2 marks**
When clicking on the link in line 52, you can find information on:
a. how to educate your children on topics such as online safety
b. how you can make the most of your GPS tracking devices.

10. Match the subheadings to the correct letter: **½ mark x 4 = 2 marks**

SUBHEADING	**LETTER**
What are GPS trackers for kids?	**B**
Read more	**D**
Key points to consider when buying a tracker	**C**
The reasons for GPS trackers for kids	**A**

TASK B2: Refer to Source B to answer the following questions.

11. You are most likely to find this text in a: **½ mark**
a. medical leaflet
b. newspaper
c. <u>gadget magazine</u>

12. **Match the headers with the letter. The first one (0) has been done for you.** **½ mark x 4 = 2 marks**

a.	Pros (Advantages)	**B**
b.	Name	**A**
c.	Cons (Disadvantages)	**C**
d.	Price	**D**
E.g.	**Best for**	**(0)**

13. Look closely at Source B and read the parents' needs below to help them choose the best tracker for their children. Write the name of the tracker in the table below. **½ mark x 10 = 5 marks**

	Parents' Needs	**GPS Tracker**
a.	My son uses a wheelchair. I'd like a free tracker for better peace of mind.	**AngelSense Kids GPS Tracker**
b.	I'd like the simplest tracker available.	**Relay Kids Smartphone**
c.	My son is getting older but we are going to a concert and I'd like a device to show me where he is.	**Apple AirTag**
d.	My daughter will be going camping for a week on her own. I would like the best tracker on the market.	**Jiobit Next**
e.	I need a tracker that my daughter can wear as a watch.	**Omate x Nanoblock**
f.	I simply need a cheap tracker for my child for emergencies.	**Relay Kids Smartphone**
g.	I would like the cheapest tracker available.	**Apple AirTag**
h.	I would like a tracker for my three-year-old son which is very light and has a good battery life.	**Jiobit Next**
i.	My daughter is into fashion. I would like a stylish tracker for her.	**Omate x Nanoblock**
j.	I would like a tracker with the best battery life.	**Apple AirTag**

TASK B3: Refer to both Source A and Source B to answer the following:

14. Tick (✓) the text in which you find the following: **½ mark x 4 = 2 marks**

Which text…	**Source A**	**Source B**	**Both**
a. mostly includes the writer's opinion on trackers?	✓		
b. provides detailed information on specific trackers?		✓	
c. is written for parents?			✓
d. is a comparison chart?		✓	

SECTION C: LITERATURE - UNSEEN PROSE 20 MARKS

Read the extract (Source C) in the Source Booklet and then answer the questions that follow.

Underline the correct answer.

1. a. The setting of this excerpt is mainly **1 mark**
   i) <u>in a coffee shop</u>
   ii) at school
   iii) in a garden

   b. The subject of the extract is: **1 mark**
   i) loneliness
   ii) family
   iii) <u>friendship</u>

2. a. Underline the correct answer. From the first paragraph we get to know that Chloe is a very: (happy, **<u>lonely</u>**, sociable) girl. **½ mark**

   b. How does this make you feel towards her as a reader? **1 mark**
   We as readers feel sorry for her.

3. a. Underline the correct answer. Mr Stink and Chloe (hate, **<u>enjoy</u>**, don't mind) each other's company. **½ mark**

   b. Quote a part sentence from lines 1-8 to support your answer. **1 mark**
   - **"but there was one person she wanted to see"**
   - **"His eyes twinkled at the surprise"**

   Accept either answer

4. a) Who do you think the Duchess is? **½ mark**
   i) Mr Stink's female friend
   ii) <u>Mr Stink's dog</u>
   iii) Mr Stink's child

   b) Quote a phrase from lines 10-12 to support your answer. **1 mark**
   "She gave the Duchess a stroke"

5. Chloe did not want Mr Stink to see her wiping her hands sneakily on her trousers. Explain why. **1 mark**
   She didn't want to show Mr Stink so as not to hurt his feelings.

6. Underline the correct answer. "Oh, no you're cold!" (line 13). This sentence shows us that Mr Stink is very (cold, indifferent, **<u>caring</u>**). **½ mark**

7. a) Underline the correct answer. "The cruel British weather" (line 21) is an example of (simile, metaphor, **<u>personification</u>**). **½ mark**
   b) Why does the author make this comparison?
   To show that it is normally very cold in Britain. **1 mark**

8. a) Find another example of this figure of speech between lines 24-31. **1 mark**

"the pleasing aroma of freshly-brewed coffee keeled over and died."

b) What does this show us about Mr Stink's smell? **1 mark**

That it was so strong that it eliminated the strong smell of coffee.

9. "People started running towards the door – the serviettes like makeshift gas masks protecting them from the smell." (lines 27-28)

a) What figure of speech is used in this sentence?

Simile **1 mark**

b) Explain the effect of this figure of speech. **1 mark**

Mr Stink's smell was so bad that the people started running out of Starbucks with napkins on their mouths. The smell was so bad / deadly that the author compares the napkins to gas masks.

10. a) Underline the correct answer. "Abandon Starbucks!" is an example of (alliteration, onomatopoeia, **<u>hyperbole</u>**). **½ mark**

b) Explain the effect of this figure of speech. **1 mark**

It is an exaggeration because normally a place is abandoned because of something very serious such as a fire and not because of a very bad-smelling person. / It also reminds us of abandon ship when a ship is sinking.

11. Tick (✓) the picture which best describes the extract. **1 mark**

☐ ☐ ☐ ☑

12. Underline the correct answer. The mood of the extract is: **1 mark**

i) **<u>light and humorous</u>**
ii) happy and easy-going
iii) serious and shocking

13. Underline the correct answer. *Maybe smelling this bad has its advantages* (lines 32-33) is written in italics because Chloe is: **1 mark**

i) talking to Mr Stink
ii) **<u>thinking to herself</u>**
iii) speaking very softly

14. Would you make friends with someone like Mr Stink? Why? Give **TWO** reasons for your answer. **2 marks**

Accept anything similar to:

- **He is a true gentleman: he notices that she's cold and he opens the door for her.**
- **His bad smell could lead to positive things (give examples)**
- **He is lonely and I would want to help him out.**

Award 1 mark for each reason as long as it tallies with the yes or no answer.

SECTION D: WRITING **25 MARKS**

TASK D1: Short Writing Task **5 marks**

Includes	**a proper greeting**	½ mark
Includes	**an answer to the question and invites Mark to join him at the Rugby Club**	½ mark ½ mark
Gives	**directions* to Neath Rugby Club**	1 mark
Mentions	**street names and buildings**	½ mark
Uses	**the appropriate prepositions**	½ mark
Uses	**the correct tenses to give directions e.g. the present tense, will and the imperative**	1 mark
Includes	**an appropriate conclusion**	½ mark
		5 MARKS

*Directions to Neath Rugby Club from Station Square

- **Cross Windsor Road and walk along Green Street.**
- **Go past the Victorian market and walk through the square.**
- **Go up Wind Street until you reach Prince of Wales Drive.**
- **Turn right and walk straight on until you reach Gnoll Park Road.**
- **The entrance to the rugby club is in front of you.**

After adding the marks:
Deduct up to 1 mark for any spelling and punctuation errors.
Deduct up to 1 mark for any grammatical inaccuracies.

TASK D2: LONG WRITING TASK **20 MARKS**

Task Achievement and Relevance	Organisation and Linking	Vocabulary	Grammar and Punctuation	Spelling	TOTAL
/3	/3	/5	/5	/4	/20

Criteria	Question	1. Your class is taking part in a short story competition. Write a short **story** about an adventure you had while camping at night.
Task achievement and Relevance	**Genre/Type**	Short story
	Writer	Year 7 student
	Audience	Readers of the short story competition
	Purpose	To narrate a story about what happened during a particular night while camping.
	Register	Semi-formal
	Indicative Content	- No title is requested in the rubric and therefore no marks will be awarded or deducted. - Introduction in which the setting is established and the characters are introduced. - A paragraph or paragraphs in which the incident is narrated and their consequences on the characters specified. - The story needs to include these elements: Setting, characters, problem, solution and plot. - The story may include a moral, theme and different points of view. - A conclusion which brings together all the elements of the story. - Reward cliff hanger endings
Grammar and Vocabulary	**Language**	- The use of suitable narrative language such as: Narrative Tenses e.g. past continuous to introduce setting and characters, the past tense for events, etc. - Age-appropriate Adjectives and Adverbs - Linking words to show sequence of events e.g. Afterwards, meanwhile, etc. - The use of dialogue to enhance the story - Descriptive language – to appeal to the senses - First or third person
Organisation and Linking	**Layout**	The layout may include: - Introduction: introducing setting and characters - 2 – 3 body paragraphs: describing events leading up to the climax of the story and then winding down to its resolution - Each body paragraph should start with a topic sentence - Conclusion: an ending that brings all the elements of the story together

Criteria	Question	2. You have read a book at school and watched the film adaptation of it. Your teacher asked you to write a review of the film adaptation for the school magazine. Write a **review** of the film.
Task achievement and Relevance	**Genre/Type**	Review of a film
	Writer	Year 7 student
	Audience	Students and adults who read the school magazine
	Purpose	To review a film
	Register	Semi-formal
	Indicative content	- The introduction – focuses on the name of the film the director, what type of film it is and the fact that it is an adaptation of a book. - The body of the review should be divided in various paragraphs describing the plot of the film and the actors - Content may include details about the acting, the special effects used in the film, the sound track or music used, how it compares to the book. - The conclusion – Closing remarks should be about whether the film was liked or not and why /recommendations
Grammar and Vocabulary	**Language**	- Use semi-formal language - Use of the third person - Mainly use of present tense - Use of reflective language and mainly vocabulary related to opinions
Organisation and Linking	**Layout**	The writing could be organised as follows: - An introduction - 2/3 body paragraphs giving details about the film - Conclusion – an overall positive or negative review and why

<table>
<tr><td>Criteria</td><td>Question</td><td>3. Your friend John sent you an email to invite you to a book fair taking place in his hometown. Write an email to John in which you accept his invitation and you ask for more information about this event.</td></tr>
<tr><td rowspan="6">Task achievement and Relevance</td><td>Genre/Type</td><td>Informal email</td></tr>
<tr><td>Writer</td><td>Year 7 student</td></tr>
<tr><td>Audience</td><td>A friend - John</td></tr>
<tr><td>Purpose</td><td>To accept an invitation and to ask for more information about a book fair</td></tr>
<tr><td>Register</td><td>Informal</td></tr>
<tr><td>Indicative Content</td><td>- An introduction with opening remarks establishing contact with the friend e.g. greeting, asking about friend’s health, reference to previous email
- The body paragraphs can be set out as follows:
- Body 1- giving reasons for writing mainly to accept your friend’s invitation
- Body 2 - ask for more information about this event you intend to attend
- Body 3 – details about when and where to meet
- Conclusion – thanking your friend for inviting you and ending the email appropriately</td></tr>
<tr><td>Grammar and Vocabulary</td><td>Language</td><td>- Appropriate use of the first person
- informal, personal and chatty language and tone to address the audience and purpose.
- Contractions are to be accepted
- Ideas are organised and linked with informal linking words.
- Mixture of tenses</td></tr>
<tr><td>Organisation and Linking</td><td>Layout</td><td>The following email conventions need to be marked as follows:
<table><tr><td>Dear John,</td><td>½ mark</td></tr><tr><td>Your friend,</td><td>½ mark</td></tr><tr><td>Name only</td><td>½ mark</td></tr></table>
The layout may include:
- Salutation
- Opening Remarks
- At least 2/3 body paragraphs
- Closing Remarks
- Signing off</td></tr>
</table>

	Writing Marking Scheme Year 7 (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 / 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