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

Track 3

Annual Examinations for Middle Schools 2023

YEAR 7 ENGLISH MARKING SCHEME

Half marks are to be rounded up only after the global mark has been arrived at (e.g. 55½ = 56). Full marks are to be awarded if the answer is legible and correct. Accuracy is only assessed in the speaking and writing sections.

SECTION B - READING 25 MARKS

Note: In questions which require paraphrasing (e.g. in your own words), marks should only be awarded if students attempt to use their own words.

Task B1 – Questions on Source A

1. Underline the correct answer. **1 mark**
   What title would be most appropriate for this text?
   iv. Technology for pets

2. The subheadings in the blog are missing. Match the subheadings below with the correct letter. **½ mark × 5 = 2½ marks**

Subheading	Letter
Finding lost pets	**C.**
Communication	**A.**
Travel	**E.**
Physical activity	**B.**
Comfort	**D.**

3. Quote **TWO** phrases found in the first paragraph that show how much Blogger Sam loves animals. **½ mark × 2 = 1 mark**

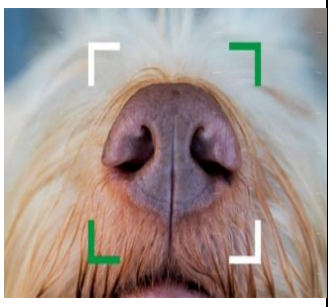
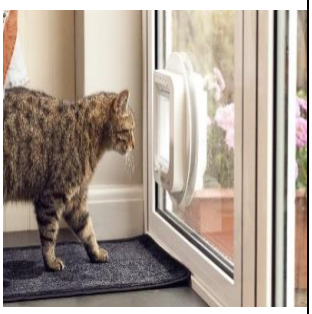
   Accept any two of the following:
   I'm a pet lover
   My pets are valued as family members
   Pet parents, like myself

4. What is the aim of Pet Tech? **½ mark**

   The aim is to take better care of pets in general by means of technology.

5. Match the names mentioned in the box below with the picture.

¼ mark × 4 = 1 mark

			
i. Smart Snout	**ii. Sure Flap**	**iii. iFetch**	**iv. Bowlingual**

6. Mention **TWO** features Bowlingual provides its users with.

½ mark × 2 = 1 mark

Bowlingual can convert dog and cat behaviour into messages and it can report to absent owners the condition of their pets.

7. In what **TWO** ways does using robots to exercise pets benefit the owners?

½ mark × 2 = 1 mark

Pets still get their exercise while the owners do not waste time or get physically tired.

8. How can technology help owners get their lost pets back?

1 mark × 1 = 1 mark

Accept any one of the following:
Owners can use the app called Smart Snout which helps them identify their lost dog through his nose wrinkles. Pets can also be microchipped.

9. In your own words, explain why the Sure Flap is better than the traditional pet door. **2 marks**

Accept answers similar to: 1 mark
The Sure Flap only opens for the pet whose microchip is matched to it.

Award 1 mark for paraphrasing

10. List the **FOUR** features that make the Delta carrier so special.

½ mark × 4 = 2 marks

i. **It gives owners real-time updates during the trip.**
ii. **Stronger walls which control the temperature.**
iii. **Blinds on window and door to keep pets calm.**
iv. **Built-in water supply.**

11. Are these sentences True or False? Tick (√) the correct answer.

½ mark × 5 = 2½ marks

		True	False
i.	The writer has never written about animals before.		√
ii.	The writer is surprised that people are now interested in pet-related technology.		√
iii.	Meowtalk translates cat's meows instantly.	√	
iv.	Microchipping dogs is not optional in certain countries.	√	
v.	Dogs like warm environments.		√

12. Complete the table with missing information from the text.

½ mark × 5 = 2½ marks

800 million	Approximate number of pets kept worldwide
5 hours	The number of hours the automatic ball launcher can work for
VARRAM	The name of the animal fitness robot
2019	The year in which the Sure Flap was invented
5 years	The number of years Delta have taken to develop the travel carrier

Task B2 – Questions on Source B

13. The headings below have been removed from the text. Match each heading to the correct row by writing the corresponding letter. **½ mark × 3 = 1½ marks**

Heading	**Letter**
Offers	**C.**
Brand Name	**A.**
Price	**B.**
Contact details	**D.**

14. Complete the following comparison chart by putting a (√) or a (×) accordingly. The first one has been done for you. **½ mark × 7 = 3½ marks**

	Features	Furbo 360°	Petcube Bites 2	PupPod camera
E.g.,	Widest Field of Vision	√	×	×
i.	Clearer Night Vision	×	√	×
ii.	Sharpest Colour Vision	×	×	√
iii.	Picture-taking Ability	√	×	×
iv.	Farthest Treat Tossing Distance	×	√	×
v.	Treat Scheduling Mode	×	×	√
vi.	Best Treat Compatibility	×	×	√
viii.	Lowest Price	√	×	×

Task B3 – Questions on Source A and Source B

15. In which text(s) do you find **½ mark × 4 = 2 marks**

		Source A	**Source B**	**Both**	**None**
i.	examples of Pet Tech products?			√	
ii.	advice on how to take care of pets?				√
iii.	information for buyers?		√		
iv.	the writer's opinion?	√			

SECTION C - LITERATURE **20 MARKS**

Note:

- **Do not penalise language errors, as long as the answers are comprehensible.**
- **Unless the questions require the candidate to give a specific response or use specific words or phrases, award marks for answers that are similar to the models given or express the same meaning.**

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

   a. The main character in this extract is
   ii. Mr Stink

   b. The subject of this extract is
   iii. Friendship

2. The setting in this extract changes. Name **TWO** settings in which this story takes place. **½ mark × 2 = 1 mark**

Setting 1 **Inside a coffee shop**
Setting 2 **In the street**

3. Why do you think the author repeats the word "long" at the very beginning of this extract? **1 mark**

Accept answers similar to:
The author wants to emphasise the fact that there were a lot of things that Chloe wanted to talk about.

4. "as jolly Christmas songs played incongruously in the background". Explain how this phrase helps set the mood of the scene for the reader. **1 mark × 2 = 2 marks**

a) Accept answers similar to: Chloe was telling Mr Stink about her problems with her family and (1 mark)
b) Accept answers similar to: there is nothing "jolly" in this conversation. (1 mark)

5. Chloe considers Mr Stink "a receptive audience". What does this show us about her? **2 marks**

Accept answers similar to:

The fact that Chloe opens up to a homeless person shows us that she cannot confide in her family members and she has no friends either. She is a lonely girl who needs to talk to someone.

6. Chloe expresses her emotions at one point. i. What does the writer compare this to? ii. What is this figure of speech called? **½ mark × 2 = 1 mark**

i. A river
ii. Metaphor

7. To what extent do you agree with Mr Stink's advice? Give **TWO** reasons to justify your answers. **1 mark × 2 = 2 marks**

Accept any suitable answers. Award 1 mark for each reason given.

8. "They sauntered down the road as cars hummed past." Explain the contrast in this sentence. **1 mark × 2 = 2 marks**

Accept any answers that bring out the following:
The two characters are walking slowly and calmly down the road while the cars are driving past them loudly and with speed.

9. "as cars hummed past". i. What figure of speech does the author make use of in this phrase? ii. Find another example of this figure of speech. **½ mark × 2 = 1 mark**

i. Onomatopoeia **ii. Splattered**

10. Match the adjectives about Mr Stink's character in the box to the short extracts from the text. The first one has been done for you. **½ mark × 6 = 3 mark**s

old, sensitive, generous, ~~poor~~, gentlemanly, knowledgeable, lonely

E.g.,	poor	*He searched around in his pocket for some change.*
i.	old	*They can treat themselves to one of those new-fangled cassettes.*
ii.	sensitive	*And at the end, "That's terrible child," said Mr Stink.*
iii.	generous	*I'll leave six pence. That should be enough. And a tuppence tip. They will be pleased with that.*
iv.	gentlemanly	*His old-world gallantry was so charming that it made Chloe smile.*
v.	knowledgeable	*But I believe it was originally because in the olden days people used to throw the contents of their chamber pots out of their windows and into the gutter.*
vi.	lonely	*People didn't really stop to talk to Mr Stink – and he seemed pleased to be having a proper conversation for once.*

11. Fill in the blanks to complete the following: **½ mark × 2 = 1 mark**

There is a contrast in the extract. While in the first part **Chloe** does most of the talking, it is **Mr Stink's** voice that we hear in the second part.

12. What impression do you get of Mr Stink? Would you like to have him as a friend? Why? **1 mark × 3 = 3 marks**

Accept any suitable answer that describes Mr Stink's kindness, willingness to listen and help, his patience with Chloe and his attempt at giving advice. ***(1 mark)*** *Make sure the rest of the answer is relevant and personal* ***(1 mark)*** *with matching reason/s.* ***(1 mark)***

SECTION D - WRITING **25 MARKS**

Task D1 - Short Writing Task **5 MARKS**

You have sold some old children's books online and the buyer wants to collect them. Send a text message with directions to the castle based on the given map (source D). In about 60 to 70 words, complete the chat between you and the buyer.

Includes	**A proper greeting**	½ mark
Gives	**the answers to both questions**	½ mark × 2 = 1 mark
Gives	**directions from the bus stop to the castle**	1 mark
Uses	**The appropriate prepositions**	½ mark
Uses	**the correct tense for directions Ex. cross, walk, etc**	1 mark
Mentions	**names of streets**	½ mark
Includes	**an appropriate conclusion**	½ mark
		5 MARKS

Possible directions:

Walk along Orchard Street until you reach The Square.
Then, Option 1

- **Turn right into Wind Street**
- **Turn left into Old Market Street**
- **Cross Castle Street**

OR

Option 2

- **Walk across The Square**
- **Go along New Street**
- **Turn right into Castle Street until you reach the corner with Castle View**

You will see the Castle 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. Write a **story** which will be published in your school Yearbook about the day you met someone special and how it changed your life.
Task achievement and Relevance	**Genre/Type**	Short Story
	Writer	Year 7 student
	Audience	Readers of the school Yearbook (mainly students)
	Purpose	To narrate a story about meeting a significant person and how this influenced the student's life
	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 meeting is described and the consequences on the characters is 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 e.g. *massive, suddenly* - 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, characters and meeting - 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. Write a **review** about a series you have watched recently which will be uploaded on a Teen Review Website.
Task achievement and Relevance	**Genre/Type**	Review
	Writer	Year 7 student
	Audience	Teenagers
	Purpose	To talk about a series which might interest other teenagers
	Register	Semi-Formal
	Indicative content	- A strong sentence that makes reader want to read on - The introduction with the title of the series, the genre, the year it was made and the director - Main body 1 – summary of plot in chronological order without giving away the ending - Main body 2 – information about the main actors and their acting skills - Main body 3 – information about the way the film is directed and the use of any special effects, music, etc - The conclusion – opinion about the series and recommendation - Rating
Grammar and Vocabulary	**Language**	- Use of the third person and the present tenses - Use of appropriate formal language to match the audience - Use of appropriate linking words and phrases - Use of vocabulary related to the series being reviewed - Use of opinion words - No use of contractions
Organisation and Linking	**Layout**	- Opening catchy sentence - Main body 1 – summary of plot - Main body 2 – information about actors and acting - Main body 3 – information about the way the film is directed and the use of any special effects, etc - The conclusion – opinion and recommendation - Rating

<table>
<tr><td>Criteria</td><td>Question</td><td>3. Your cousin Pat invited you to a boat trip to Comino. Write an email declining this invitation.</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>Your cousin – a teenager</td></tr>
<tr><td>Purpose</td><td>To decline an invitation</td></tr>
<tr><td>Register</td><td>Informal</td></tr>
<tr><td>Indicative content</td><td>- An introduction with Opening remarks establishing contact with your cousin e.g. greeting, asking about their health, reference to previous letter, and giving reasons for writing
- The body paragraphs can be set out as follows:
- Body 1- talking about feelings in relation to the invitation
- Body 2 - giving suitable reasons for declining it
- Body 3 - hoping there will be other opportunities and outings together
- Conclusion – making sure the cousin is not offended and ending the email appropriately in the Closing remarks.</td></tr>
<tr><td>Grammar and vocabulary</td><td>Language</td><td>- Factual language; descriptive language describing reasons for decline
- Language expressing regret: unfortunately, it is out of my control, etc.
- Contractions are to be accepted
- Mostly present simple and present perfect tense.</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 Pat</td><td>½ mark</td></tr><tr><td>Your cousin,</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