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 8 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.

LISTENING 15 MARKS

Ex. 1: Read these statements and tick [✓] under True or False.
5 x 1 mark = 5 marks

		True	False
a.	Antarctica is the coldest, driest, windiest place in the north pole.		✓
b.	The continent of Antarctica is almost three times as large as Australia.		✓
c.	Most of Antarctica is covered in ice that is about two kilometres thick.	✓	
d.	Antarctica was discovered thousands of years ago.		✓
e.	People first landed on it in 1895.	✓	

Ex. 2: Underline the correct answer in brackets.
5 x 1 mark = 5 marks

a. Antarctica' is a word that comes from (Latin, **Greek**, Italian) and it means 'the opposite of the Arctic or north'.
b. Although it is very cold, Antarctica is a desert, with hardly any (**rain**, ice, glaciers) or snow.
c. The little amount of snow that there is, builds up into huge (beds, covers, **sheets**) of ice.
d. When compared to other continents, Antarctica has the (**highest**, medium, lowest) average height above sea level.
e. There are (**two**, three, four) seasons in Antarctica.

Ex. 3: Fill in the gaps with a word used in the passage.
5 x 1 mark = 5 marks

Since Antarctica is close to the (a) **south** pole, in Summer the sun stays in the sky (b) **longer** until midsummer when it stays up for 24 hours a day. In (c) **winter**, the opposite happens so it gets darker, until in (d) **midwinter** it is (e) dark all **day** and the sun does not go up.

SECTION A: READING **25 MARKS**

Read the texts printed in the source booklet, and then answer all of the following questions. You should spend around 30 minutes on this section.

Task A1: Questions on Source A

1. Underline the correct answer. **½ mark**

What is the purpose of the chart?

a. to show how dangerous parkour is.

b. <u>to compare the danger of parkour with that of other sports.</u>

c. to make sure that nobody gets hurt when practising sports.

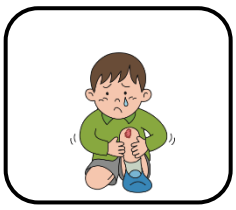
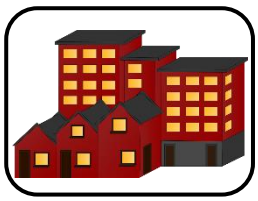
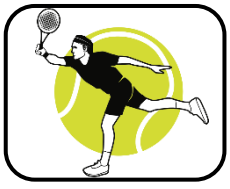
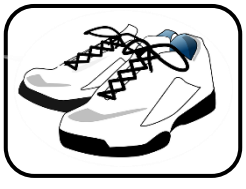
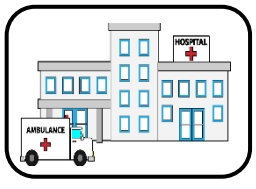
2. Are the following **TRUE** or **FALSE**? Tick (✓) the correct box below**.**

4 x ½ mark = 2 marks

		TRUE	FALSE
a.	The study was done by the people taking part in sports.		✓
b.	The chart gives us a specific number of hours over which research was carried out.	✓	
c.	The study looked at recovery from injuries lasting up to a few days.	✓	
d.	In Parkour there were many injuries compared to other sports.		✓

3. Tick (✓) the **five** pictures of things mentioned in the poster.

5 x ½ mark = 2 ½ marks

				
✓			✓	✓
				
✓				✓

Task A2: Questions on Source B

1. Underline the correct answer.
   The purpose of this text is mainly to **1 mark**
   c. <u>give information about this sport with its pros and cons.</u>

2. Mention **THREE** things that athletes aim for and want to do when they perform parkour.
   3 x ½ mark = 1½ marks

a.	**Self improvement**
b.	**Controlling the power of their own body**
c.	**Controlling the power of their own mind**

3. List **SIX** types of physical activity that parkour may consist of.
   6 x ½ mark = 3 marks

   a. free running
   b. climbing
   c. swinging
   d. jumping
   e. rolling
   f. crawling

4. Tick (✓) the THREE correct statements about Parkour according to the text. **3 x ½ mark = 1½ marks**

a.	✓	**Parkour is quite a recent sport.**
b.	✓	**You may choose to practise this sport alone or with others.**
c.		Parkour can be carried out anywhere.
d.	✓	**There are many advantages to benefit from in Parkour.**
e.		Parkour is totally safe.
f.		Parkour is illegal.

5. The points in this table are presented either as **FACT** or **OPINION** in the text. Tick (✓) under the correct column. The first one has been done for you. **5 x ½ marks = 2½ marks**

	POINT	Fact	Opinion
a.	Parkour can also be artistic and not just a sport.	✓	
b.	Parkour can be dangerous.		✓
c.	People have died while practising parkour.	✓	
d.	Parkour is officially a sport.	✓	
e.	Parkour can be controlled.		✓
f.	Parkour can be taught at school.		✓

6. List **TWO** examples of instances in which practising parkour ended tragically. **2 x 1 mark = 2 marks**

a.	**jumping from roof to roof**
b.	**climbing on high ledges and rails.**

7. Mention **TWO** things that helped parkour gain worldwide publicity. **2 x 1 mark = 2 marks**

a.	**Social media likes**
b.	**YouTube views**

8. Match the following words and phrases from the passage with their correct meaning. The first one (a) has been done for you. **4 x ½ marks = 2 marks**

a.	unique (line 1)	**b**	stumbling blocks or hurdles
b.	obstacles (line 9)	**d**	formally
c.	goals (line 17)	**e**	results
d.	officially (line 24)	a	special and uncommon
e.	outcomes (line 47)	**c**	objectives or targets

9. The text states that parkour can teach young people about physical and mental health (lines 29-30). List **THREE** other suggestions from the text of what students can learn from parkour. **3 x ½ mark = 1½ marks**

Accept any THREE of the following:

that every action has a consequence/meaning
building a desire to explore while knowing your limits
understanding how to stay safe
gaining confidence
communicating with others

10. The writer ends the passage by writing: "These are all tools that your students can take with them for a lifetime." (line 52)
Do you think the writer is in favour of parkour? Give ONE reason for your answer. **2 x ½ mark = 1 mark**

Yes, the writer is in favour. Accept any ONE of the following reasons.

- **The passage is mainly/mostly about the advantages of parkour.**
- **The writer suggests that parkour is included in school.**
- **The writer lists the lessons one can learn from parkour.**
- **The writer says that the lessons learnt from parkour will stay with you for a lifetime.**

Question on Source A and Source B

1. Tick (✓) the text which **4 x ½ mark = 2 marks**

	Source A	Source B
a. provides a link to a website	✓	
b. is an article		✓
c. contains real photos		✓
d. mentions parkour and other sports	✓	

SECTION B – 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.**

TASK B: UNSEEN POETRY **20 marks**

Underline the correct answer in questions 1 to 5.

1. The poem is written from a **1 mark**

   i. first person point of view

2. The subject of the poem is a student who **1 mark**

   iii. is late for school and is confused and afraid

3. The setting in the first stanza is **1 mark**

   i. a place outside the classroom, full of noise and activity

4. a. In stanza 2, the figure of speech, "Kids fly through like guided missiles/Pointed at their next class" is an example of **1 mark**

      iii. simile

   b. The effect of this figure of speech is to show the **1 mark**

      i. speed with which the children were moving

5. a. In stanza 3, "My Body is a clock ticking" is an example of **1 mark**

      iii. metaphor

   b. This figure of speech shows that the speaker is feeling **1 mark**

      i. anxious

6. Explain what happens in stanza 4. **2 x 1 mark = 2 marks**

   The speaker is lost and enters the wrong classroom. Someone pushes them and tells them to get out of the way while the bell rings for the lessons to start.

7. "Rooms suck in students" (stanza 5). What figure of speech is used here? **1 mark**

   personification

8. What is the setting compared to in stanza 5? **1 mark**

   A skating rink/ a skating hall

9. Explain how the setting in stanza 5 is different from the one described in the first two stanzas. **2 x 1 mark = 2 marks**

The first two stanzas depict the noisy/loud setting of the school hall, full of students moving about, while in the fifth stanza the hall is empty and silent as all the students have gone to their classrooms.

10. "My heart thuds **4 x ½ mark = 2 marks**
Loud as my own late footsteps." (stanza 6)
Fill in the blanks in the paragraph below related to stanza 6.

The word 'thuds' in stanza 6 is an example of (i) **onomatopoeia**. The speaker can only hear their own (ii) **footsteps** as they are (iii) **alone** and there's no one else around. The words used create an atmosphere of (iv) **fear/anxiety**.

11. Underline the correct answer. **1 mark**
The poem makes use of: **iii**. **free verse**

12. a. Quote an example of run-on lines used in the poem. **1 mark**

Kids here hit the hall
While the bell's still ringing.
OR
Kids fly through like guided missiles
Pointed at their next class.
OR
Someone shoves me
The bell rings.
OR
Leave the floor
Like grey ice
When skaters are gone.
OR
Leave the floor
Like grey ice
OR
Like grey ice
When the skaters are gone
OR
My heart thuds
Loud as my own late footsteps

b. Write down **ONE** effect created by the use of run-on lines in this poem. **1 mark**

Run-on-lines speed up the rhythm of the poem/ they give an idea of people moving fast/ they give an idea of students running

13. Complete the following sentence. **2 x 1 mark = 2 marks**

This poem makes me feel (***Accept any answer that reflects feelings***.). It makes me feel this way because (***Accept any answer that gives a suitable explanation for the feeling mentioned in relation to the poem***).

SECTION C – WRITING **25 MARKS**

Task C1 – Short Writing Task **5 marks**

Includes	**a catchy title**	½ mark
Mentions	**the aim behind the activity**	½ mark
Describes	**any activities (such as music, food, costumes,games)**	1 mark
Includes	**details of time and place**	1 mark
Uses	**informative and persuasive language**	1 mark
Is	**well-organised**	½ mark
Uses	**Uses the future tense**	½ mark
		5 MARKS

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 C2 – 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. A children's magazine is looking for **MYSTERY STORIES** for next month's publication. Write your own mystery story which must involve a **valuable object** and a **secret passage**.
Task achievement and Relevance	**Genre/Type**	Short story
	Writer	Year 8 student
	Audience	Readers of the children's magazine (mainly children)
	Purpose	To narrate a mystery story
	Register	Informal
	Indicative content	• The introduction - Opening paragraph **<u>can</u>** describe the setting, time and day. • 2/3 Body paragraphs: Narrative linked to a mystery that includes a **valuable object** and a **secret passage**. Content may include references to places, characters and feelings. • The conclusion which brings together all the elements of the story. It **<u>could</u>** contain a twist or an appropriate ending to the story.
Organisation and Linking	**Layout**	The writing **<u>could</u>** be organised as follows: • An introduction to set the scene • 2/3 body paragraphs to develop the story (how the story starts; the events ; the climax and resolution where the character/s solve the problem in a realistic way) • Conclusion – 2/3 sentences to end the story effectively.
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. • A variety of adjectives and adverbs • Linking words to show sequence of events • Descriptive language – to appeal to the senses

Criteria	Question	2. Some people say that **sports** should not be given importance in schools. Write an **ARTICLE** for your school newsletter discussing this matter.
Task achievement and Relevance	**Genre/Type**	Article
	Writer	Year 8 student
	Audience	Students, teachers, parents
	Purpose	To discuss whether sports in schools is important or not.
	Register	Formal
	Indicative content	• An introduction **could** include the **reason for the article.** • The main body paragraphs should argue for and against the importance of sport. • Candidates **can** present the **positive and negative aspects** of having sports activities during school hours using linking words/phrases showing contrast (e.g. However, although, despite) • Content **may** include reasons and examples related to the topic. • The conclusion **can** sum up the topic and state the student's **opinion**.
Organisation and Linking	**Layout**	The writing **could** be organised as follows: • An introduction which clearly outlines the topic • 2/3 body paragraphs which **discuss the topic**. The main body paragraphs should start with a topic sentence and **can** include evidence and examples • A conclusion of around 2/3 sentences which may offer an opinion
Grammar and Vocabulary	**Language**	• Opinion words • Use of present tenses • Linking words and phrases

<table>
<tr><td>Criteria</td><td>Question</td><td>3. Your friend, Sam, gave you free tickets to attend a concert that you really wanted to go to. Write an EMAIL to Sam thanking your friend for the tickets and describing how much you enjoyed this experience.</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 8 student</td></tr>
<tr><td>Audience</td><td>A friend</td></tr>
<tr><td>Purpose</td><td>To thank a friend for giving them concert tickets.</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
• The body paragraphs can be set out as follows:
• Body 1- giving reason for writing and describing when and where the concert took place / who the musicians or singer were
• Body 2- describing the person’s feelings and actions throughout this experience
• Body 3 – describing any unforgettable/special moments throughout the concert
• Conclusion – Thanking the friend and giving closing remarks.</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 …</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>
<tr><td>Grammar and Vocabulary</td><td>Language</td><td>• Factual language; descriptive language describing the concert, feelings etc
• Language used to express thanks
• Contractions are to be accepted
• Mostly present simple and past simple tense.</td></tr>
</table>

	Writing Marking Scheme Year 8 (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.
FLUENCY	**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
FLUENCY	**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
ACCURACY	**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

END OF MARKING SCHEME