

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Educational Assessment Unit

Annual Examinations for Primary Schools 2024

Year 4	ENGLISH	MARKING SCHEME
LISTENING		(20 MARKS)

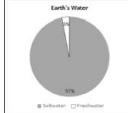
Listening Task 1					8 marks																						
A.					½ mark each	2 marks																					
B.	1. 24, Seaside Avenue 2. Qawra 3. Mondays to Sundays 4. 9 a.m. to 6 p.m.				1 mark each	4 marks																					
C.	1. toys / floaties 2. shop				1 mark each	2 marks																					
Listening Task 2					12 marks																						
A.	1. gives information 2. underground 3. 4500 years 4. slide on a string				1 mark each	4 marks																					
B.	<table><tr><td></td><td>True</td><td>False</td></tr><tr><td>1.</td><td>✓</td><td></td></tr><tr><td>2.</td><td></td><td>✓</td></tr><tr><td>3.</td><td></td><td>✓</td></tr><tr><td>4.</td><td>✓</td><td></td></tr><tr><td>5.</td><td>✓</td><td></td></tr><tr><td>6.</td><td></td><td>✓</td></tr></table>		True	False	1.	✓		2.		✓	3.		✓	4.	✓		5.	✓		6.		✓				1 mark each	6 marks
	True	False																									
1.	✓																										
2.		✓																									
3.		✓																									
4.	✓																										
5.	✓																										
6.		✓																									
C.	<table><tr><td></td><td></td><td>China</td><td>India</td><td>Greece and Rome</td></tr><tr><td>0.</td><td>a kite </td><td>✓</td><td></td><td></td></tr><tr><td>1.</td><td>a small cart </td><td></td><td>✓</td><td></td></tr><tr><td>2.</td><td>a wooden sword </td><td></td><td></td><td>✓</td></tr></table>						China	India	Greece and Rome	0.	a kite 	✓			1.	a small cart 		✓		2.	a wooden sword 			✓	1 mark each	2 marks	
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READING

(30 MARKS)

Reading Task 1					10 marks	
1.	a. a poster b. a most unusual c. London d. hall				1 mark each	4 marks
2.	a. St Helen (Primary School) b. 17 c. Accept any one from: Poppins / Banks / Travers / Disney d. Saturday / Sunday e. 6:00 p.m. f. €5				½ mark each	3 marks
3.		True	False		½ mark each	3 marks
	a.		✓			
	b.		✓			
	c.	✓				
	d.		✓			
	e.	✓				
	f.	✓				

Reading Task 2				20 marks	
1.	a. i a magazine. b. ii water in our lives. c. iii every year. d. i the importance of water. e. ii to give the reader examples from real life.			1 mark each	5 marks
2.	Accept any TWO from: oceans, rivers, lakes, ponds, puddles, homes			½ mark each	1 mark
3.	c. There is not enough water.				1 mark
4.	To get water from rivers and ponds. Do not accept: They have no water to drink.				1 mark
5.	b. There is more saltwater than freshwater on Earth.				1 mark
6.	a. Use water carefully.				1 mark
7.	To pass on a message (to passers-by). / To raise awareness.				1 mark
8.	Award 1 mark for reference to any of the following: · Water is limited and we need it to survive. · We need it to grow food and to keep our daily activities going. · The population is growing so there is more need for water.				1 mark
9.	b. They take part in activities. d. They share water saving tips.			1 mark each	2 marks
10a.	conserve				1 mark
10b.	Turn off the tap when brushing your teeth. Take shorter showers.			1 mark each	2 marks

11.	D B C NOT A DROP TO DRINK Water covers a lot of Earth. Still, many people around the world are thirsty. Fresh, clean water is becoming even more precious for millions of people around the world.  Does everyone have enough water?  Children carrying water back to their village. Water, Water Everywhere Most water on Earth is salty. You can't drink it. You can only drink fresh water. This picture shows the amount of freshwater and saltwater on Earth. Only about 3% of Earth's water is freshwater – the kind of water we can drink and that plants need to grow.  102 • TIME for Kids A	1 mark each	3 marks
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WRITING

(30 MARKS)

Writing Task 1

(12 marks)

Students are asked to write a message. Examiners are to refer to **Writing Marking Criteria for Task 1** to assess this task. The message should be between 30 – 40 words but students are not to be penalised for not adhering to the word limit.

Writing Marking Criteria for Task 1

(12 marks)

Includes	a greeting	E.g.: Hi Luca and Amira, Hello both! Good morning! etc	1 mark
Includes	an invitation to spend the day together at the beach	Would you like...? Do you have any plans...?	1 mark
Includes	details of time and place where they can meet		1 mark
Uses	appropriate prepositions	<i>to</i> Golden Bay, <i>by</i> the school gates, <i>at</i> home, <i>in front of</i> the library, <i>at</i> 10:00;	1 mark
Includes	relevant items to bring with them	a towel, sunblock, your swimsuit, mask and snorkel, etc....	1 mark
Is	well-organised and ideas link together well		2 marks
Uses	informal language and a friendly style		1 mark
Uses	mixed tenses, e.g. will, present continuous, present tense, imperative	We are going/ Meet me at / Don't forget to bring...	2 marks
Includes	a good range of vocabulary specific to the context	E.g.: beach, day, swim, meet, dive, fun...	1 mark
Includes	a closing remark	E.g.: Bye for now! / Let me know. / I would love for you to join us.	1 mark

After adding the marks:

- Deduct up to 1 mark for any spelling errors and punctuation errors.

Writing Task 2

(18 marks)

Refer to Marking Criteria for Task 2 to assess this writing task.

The writing should be between **70 – 100 words** but students are not to be penalised for not adhering to the word limit.

Choice 1: Writing a Story

Your school is organising a short story writing competition. Write a short adventure story in which you and friend get stuck inside your favourite video game or TV programme.

The following are indications of what should be expected within each set of criteria on the marking scheme.

Content and relevance	· The story takes place in a video game or TV programme. · It narrates an adventure story. · It includes these elements: setting, characters, problem, solution and plot.
Organisation and structure	· Writing should be organised in at least 1 paragraph with a clear opening, body and a conclusion. · Events follow a logical sequence. · Story structure (beginning, build-up, dilemma, resolution and ending) is evident.
Vocabulary	· Descriptive language. · Words related to lexical area (adventures, friendship, entertainment, games)
Language Use	· A variety of adjectives and adverbs · Linking words to show sequence of events: Then, Next, Sometime later, Suddenly, etc... · Correct use of verb tense conjugation (mostly past tenses) · First or third person (singular or plural) · Might include dialogue to enhance the story.
Spelling and Punctuation	· To be assessed using the indicators in the Marking Criteria for Spelling and Punctuation.

Choice 2: Writing a Non-Chronological Report

This year you went on a school fieldtrip around your town. Your teacher has asked you to write a report about your town to share on the school website.

The following are indications of what should be expected within each set of criteria on the marking scheme.

Content and relevance	· Report gives information about a single topic: a town. · It uses a formal tone.
Organisation and structure	· Information is grouped logically according to writing frame and the prompts provided. · The report should include these features: · Introductory paragraph containing some general information about the town. · Three short paragraphs each focusing on a different aspect of the town (as suggested in the writing frame). · A concluding paragraph
Vocabulary	· Words related to lexical area (Town and country/ Shopping and Services) · Factual language related to the town and its amenities (square, church, streets, historical, old, modern, shops, restaurants, park, public garden, library, countryside, fields, cars...).
Language Use	· A variety of adjectives (busy, peaceful, wide, narrow, quiet, small...) · Linking words to link ideas together (because, although, when, which...) · Correct use of verb tense conjugation (mostly present simple tense) · Correct use of prepositions of directions (next to, opposite, beside, along, in front of...) · Written in the third person and uses third person pronouns (This town is..., It has got..., There are...)
Spelling and Punctuation	· To be assessed according to the indicators in the Marking Criteria for Spelling and Punctuation.

Writing Marking Criteria for Task 2

(18 marks)

	3	2	1	0
Content and Relevance	Content is completely relevant. Task is achieved in full.	Content is not always relevant. Task is achieved in part.	Content is under-developed. Task is hardly achieved.	Content is irrelevant. Task is not achieved.
Organisation and Structure	Writing is structured and organised in a logical manner. Cohesive devices are varied and link together well.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control. Cohesive devices are used mistakenly or inappropriately.	No attempt to structure and organise their writing. Cohesive devices are not used at all.
Vocabulary	Wide-ranging and appropriate vocabulary	Good range and appropriate vocabulary	Limited vocabulary, possibly seen in the repetition of words	Very limited and inappropriate choice of vocabulary
Language Use	Quite varied and mostly accurate grammatical structures and syntax Good choice of expression	Basic and sometimes inaccurate grammatical structures and syntax Adequate choice of expression but with some inaccuracies	Limited and mostly inaccurate grammatical structures and syntax Limited choice of expression with inaccuracies	Inaccurate grammatical structures and syntax Very poor choice of expression and inaccurate
Spelling	Accurate spelling throughout.	Adequate spelling (1 to 4 different mistakes)	Poor spelling (5 to 9 different mistakes)	Very poor spelling throughout (10 or more different mistakes)
Punctuation	Accurate punctuation throughout	Generally accurate punctuation (1 to 4 different mistakes)	Poor punctuation (5 to 9 different mistakes)	Inaccurate punctuation throughout (10 or more different mistakes)