

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Educational Assessment Unit
Annual Examinations for Primary Schools 2024

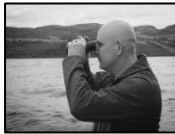
Year 6

ENGLISH

MARKING SCHEME

LISTENING

(20 MARKS)

Listening Task 1					8 marks																			
A.					½ mark each	2 marks																		
B.	a. The Loch Ness Centre is located in b. The World Environment Conference was held in c. Wildfires broke out in Cape Town. Scotland. Vienna.	1 mark each	3 marks																					
C.	<table><tr><th></th><th>True</th><th>False</th></tr><tr><td>a.</td><td></td><td>✓</td></tr><tr><td>b.</td><td>✓</td><td></td></tr><tr><td>c.</td><td></td><td>✓</td></tr><tr><td>d.</td><td>✓</td><td></td></tr><tr><td>e.</td><td></td><td>✓</td></tr><tr><td>f.</td><td>✓</td><td></td></tr></table>		True	False	a.		✓	b.	✓		c.		✓	d.	✓		e.		✓	f.	✓		½ mark each	3 marks
	True	False																						
a.		✓																						
b.	✓																							
c.		✓																						
d.	✓																							
e.		✓																						
f.	✓																							
Listening Task 2					12 marks																			
A.	<table><tr><th></th><th>True</th><th>False</th></tr><tr><td>a.</td><td>✓</td><td></td></tr><tr><td>b.</td><td>✓</td><td></td></tr><tr><td>c.</td><td></td><td>✓</td></tr><tr><td>d.</td><td></td><td>✓</td></tr><tr><td>e.</td><td>✓</td><td></td></tr><tr><td>f.</td><td></td><td>✓</td></tr></table>		True	False	a.	✓		b.	✓		c.		✓	d.		✓	e.	✓		f.		✓	½ mark each	3 marks
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d.		✓																						
e.	✓																							
f.		✓																						
B.	1. b 2. b 3. c 4. c 5. c 6. b 7. a		7 marks																					
C.	1 – 4 – 0 – 2 – 3	½ mark each	2 marks																					

READING

(30 MARKS)

Reading Task 1				10 marks																						
1.	<table><tr><td></td><td>True</td><td>False</td></tr><tr><td>a.</td><td></td><td>✓</td></tr><tr><td>b.</td><td></td><td>✓</td></tr><tr><td>c.</td><td></td><td>✓</td></tr><tr><td>d.</td><td>✓</td><td></td></tr><tr><td>e.</td><td>✓</td><td></td></tr><tr><td>f.</td><td>✓</td><td></td></tr></table>		True	False	a.		✓	b.		✓	c.		✓	d.	✓		e.	✓		f.	✓				½ mark each	3 marks
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c.		✓																								
d.	✓																									
e.	✓																									
f.	✓																									
2.	a. Australia b. 2,300 km c. 900 d. whales/sharks/stingrays/ clownfish/eels/seahorses/jellyfish/ turtles/ coral e. overfishing/ tourism/ climate change / water pollution f. oceans			½ mark each	3 marks																					
3.	 D A B C			1 mark each	4 marks																					

Reading Task 2			20 marks	
1.	hushed			1 mark
2.	‘(the regular) metallic squeaking of Jack’s joints’, or ‘the mechanical’			1 mark
3.	a. wanted			1 mark
4.	b. He turned rapidly.			1 mark
5a.	He was supposed to oil Jack’s joints. / He should have oiled Jack.			1 mark
5b.	They left the yard quickly. / They left the yard hurriedly. / They left the yard in a rush.			1 mark
6.	Award ½ mark for reference to any of the following: 1. He turned around quickly. / He made himself appear taller. E.g. · He wheeled around. · He raised his tall spidery frame. 2. He spoke in an unfriendly and mean manner, e.g. · He snarled at Christopher. 3. He had a look of anger and disapproval on his face, e.g. · He glared down at him. · He scowled at him.	½ mark each		1 mark
7.	c. They were useless.			1 mark
8.	b. Something good was about to happen.			1 mark

9.	Award 1 mark for reference to any of the following: · He was looking forward to making a sale. · He was looking forward to earning some money. Award ½ a mark for answers that refer to Jack being sold, e.g.: · Because Jack was going to be sold. Do not accept answers that do not reflect an understanding of the reason why he was grinning. E.g. He was happy.				1 mark															
10.	<table><tr><td></td><td>True</td><td>False</td></tr><tr><td>a.</td><td></td><td>✓</td></tr><tr><td>b.</td><td>✓</td><td></td></tr><tr><td>c.</td><td></td><td>✓</td></tr><tr><td>d.</td><td></td><td>✓</td></tr></table>		True	False	a.		✓	b.	✓		c.		✓	d.		✓			½ mark each	2 marks
	True	False																		
a.		✓																		
b.	✓																			
c.		✓																		
d.		✓																		
11.	Accept any answer that reflects Christopher’s feelings of unease at the thought of Jack being sold. Examples: · I don’t want Jack to be sold. · I don’t want to part from Jack. · I wish Jack wouldn’t be sold. · I think something bad is about to happen.				1 mark															
12.	c. arrogant				1 mark															
13.	Award 1 mark for reference to any of the following: · The phrase ‘the door opened a crack’, · The quotation ‘Yes?’ upon answering the door, · The phrase ‘a puzzled look crossing his face’.				1 mark															
14.	<table><tr><td>Absalom</td><td>•</td><td>•</td><td>stubborn</td></tr><tr><td>Jack</td><td>•</td><td>•</td><td>fearful</td></tr><tr><td>Christopher</td><td>•</td><td>•</td><td>determined</td></tr></table>	Absalom	•	•	stubborn	Jack	•	•	fearful	Christopher	•	•	determined			½ mark each	1 mark			
Absalom	•	•	stubborn																	
Jack	•	•	fearful																	
Christopher	•	•	determined																	
15.	3 – 1 – 4 – 2 – 0			½ mark each	2 marks															
16.	<table><tr><td></td><td>Feeling</td><td>Evidence</td></tr><tr><td>Christopher</td><td>worried anxious fearful apprehensive sad upset nervous</td><td> · He felt ‘an awful, cold sinking sensation in his chest’. · He kept stealing glances at Jack. · He kept his thoughts to himself. · He smiled weakly at Jack. </td></tr><tr><td>Jack</td><td>thrilled pleased happy excited delighted</td><td> · ‘He was secretly delighted at the possibility of being sold.’ · He was grinning to himself along the way. </td></tr></table>				Feeling	Evidence	Christopher	worried anxious fearful apprehensive sad upset nervous	· He felt ‘an awful, cold sinking sensation in his chest’. · He kept stealing glances at Jack. · He kept his thoughts to himself. · He smiled weakly at Jack.	Jack	thrilled pleased happy excited delighted	· ‘He was secretly delighted at the possibility of being sold.’ · He was grinning to himself along the way.			2 marks					
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Jack	thrilled pleased happy excited delighted	· ‘He was secretly delighted at the possibility of being sold.’ · He was grinning to himself along the way.																		

			· He didn't mind Absalom's offensive words 'awful, sickly-looking things'.		
Complete Comprehension – 2 marks					
The response shows understanding of the difference in the feelings felt by Christopher and Jack and gives consistent examples that show this from the story. · Award 2 marks for one plausible feeling and a corresponding piece of evidence for EACH character.					
Partial Comprehension – 1 mark					
The response demonstrates partial understanding in one of the following ways: · Provides both feelings without evidence to support this. · Gives evidence for both characters without giving the feelings. · Provides the correct feelings or examples but responses are inconsistent with each other.					
No Comprehension – 0 marks					
Response does not show understanding of how Christopher and Jack feel about the sale. Responses giving a feeling or a piece of evidence for ONE character only are incorrect, e.g. Christopher – sad (feeling only) Jack – He kept grinning to himself. (evidence only)					

WRITING

(30 MARKS)

Writing Task 1

(10 marks)

Students are asked to write a set of instructions. Examiners are to refer to **Writing Marking Criteria for Task 1** to assess this task.

The instructions should be between **50 and 60 words**, but students are not to be penalised for not adhering to the word limit.

Writing Marking Criteria for Task 1

(10 marks)

Includes	a title describing the aims of the instructions	E.g.: How to take care of.../ Taking care of ...	1 mark
Includes	items needed to carry out the instructions	E.g.: brush, ball, food, sponge, soap, leash, etc...	1 mark
Gives	step-by-step explanations of how to take care of the pet	Ideas are presented in a logical, coherent order.	2 marks
Uses	numbers or bullets to make the order clear		1 mark
Uses	short, complete sentences	E.g.: Take Rumbo for a daily walk.	1 mark
Uses	appropriate verb tenses	Mostly imperative mode, e.g.: give, brush, take, spend time, make sure, don't forget, try to...	1 mark
Uses	appropriate connectives to link ideas	First, Then, Next, At last...	1 mark
Includes	a good range of vocabulary specific to the context	E.g.: healthy food – drinking water – exercise – playtime – cuddles – indoors – outdoors – comfortable – keep him company...	2 marks

After adding the marks:

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

Writing Task 2

(20 marks)

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

The writing should be between 140 and 200 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 competition for the best stories related to life in the future. Write a short adventure story to be published in the school magazine.

The following are indications of what should be expected within each set of criteria.

Content and relevance	· Story is set in the future. · It narrates an adventure story. · It includes these elements: setting, characters, problem, solution and a plot.
Organisation and structure	· Writing should be organised in at least 3 paragraphs 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 and sensory language · Words related to lexical area (Life in the future)
Language Use	· A variety of adjectives and adverbs: enormous, quickly... · Linking words to show sequence of events: afterwards, meanwhile, all of a sudden... · 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 An Email

You are Ben. You and your family have recently moved to a new house. Write an email to your friend Sam to describe the new house, describe the neighbourhood, and invite him for a short stay.

The following are indications of what should be expected within each set of criteria.

Content and relevance	· Writing is in the form of an email. · Email includes: · a description of the interior and / or exterior of the house. · a description of the neighbourhood. · an invitation for a short stay. · Content may include detailed and descriptive information about the house and neighbourhood.						
Organisation and structure	The following email conventions need to be present in the email. Marks for missing elements are to be deducted as follows: <table><tr><td>Dear Sam,</td><td>½ mark</td></tr><tr><td>Your friend,</td><td>½ mark</td></tr><tr><td>Name only (Ben)</td><td>½ mark</td></tr></table> The layout may also include: · an opening sentence establishing contact with the friend, e.g. asking about friend's health, reference to previous email and giving reasons for writing. · a body (might comprise of 1 or more paragraphs). · a closing sentence or short paragraph to conclude the email appropriately. · Signing off (Bye for now, Love, Lots of love, Take care...).	Dear Sam,	½ mark	Your friend,	½ mark	Name only (Ben)	½ mark
Dear Sam,	½ mark						
Your friend,	½ mark						
Name only (Ben)	½ mark						
Vocabulary	· Words related to homes (interior and exterior) and neighbourhood · Words related to lexical area (Homes Around the World)						
Language Use	· Descriptive language to describe the house and the neighbourhood · A variety of adjectives and adverbs · Linking words to link ideas · Correct use of verb tense conjugation (mostly present simple tense) · Contractions are to be accepted.						
Spelling and Punctuation	· To be assessed using the indicators in the Marking Criteria for Spelling and Punctuation.						

Writing Marking Criteria for Task 2

(20 marks)

	4	3	2	1	0
Content and Relevance	Content is completely relevant. Task is achieved in full.	Content is mostly relevant. Task is mostly achieved.	Content is not always relevant. Task is achieved in part.	Content is under-developed. Task is hardly achieved.	Content is totally 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.	Writing is structured and organised into coherent prose. Cohesive devices are quite varied and generally correct.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control.	No attempt to structure and organise their writing.
Vocabulary	Wide-ranging and appropriate vocabulary	Very good range 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	Varied and accurate grammatical structures and syntax Excellent choice of expression	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 throughout Very poor choice of expression
Spelling and Punctuation	Accurate spelling and use of punctuation (no mistakes)	Good spelling and use of punctuation (1 to 3 different mistakes)	Adequate spelling and use of punctuation (4 to 6 different mistakes)	Poor spelling and use of punctuation (7 to 9 different mistakes)	Very poor spelling and no use of punctuation (10 or more different mistakes)