



Annual Examinations for Middle Schools 2024

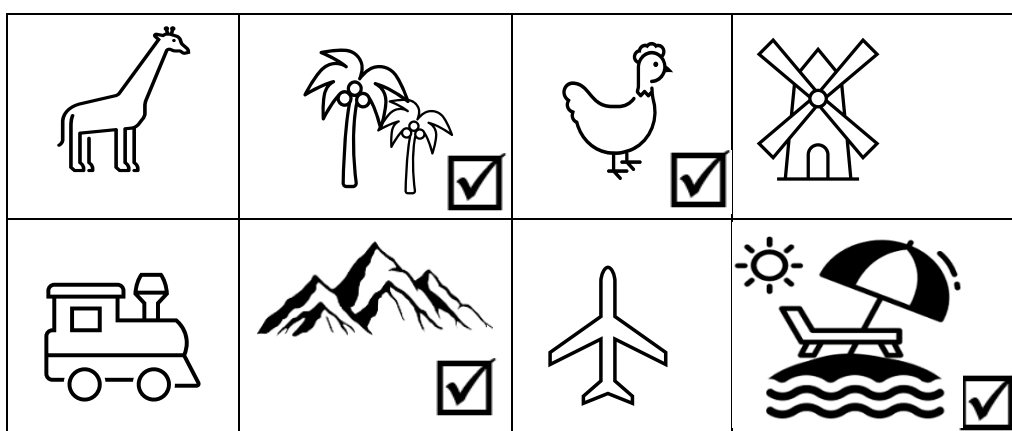
YEAR 7	ENGLISH	MARKING SCHEME
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Half marks are to be rounded up only after the global mark has been computed at (e.g. $55\frac{1}{2} = 56$). Full marks are to be awarded if the answer is legible and correct. Accuracy is only assessed in the speaking and writing sections.

SECTION A – LISTENING

15 MARKS

1. Tick (✓) **FOUR** things one can see on the island. **$\frac{1}{2}$ mark x 4 = 2 marks**



2. Match the names on the left with their descriptions on the right by writing the letters (A-D) in the middle column. **1 mark x 4 = 4 marks**

Name	Letter	Description
A. River	B	River's brother
B. Archer	D	Guide who gave a session about safety
C. Eric	A	The main speaker in this clip
D. Kai	C	Guide who gave a session about plants

3. Put the following in the correct sequence by writing the numbers (1-8) near the action. The first one has been done for you.

$\frac{1}{2}$ mark x 8 = 4 marks

	Number		Number		Number
Meeting at base	0	Going to the canal	5	Meeting guides	1
Putting on the gear	2	Learning about plants	6	River tubing	8
Car ride to the mountains	3	Entering the gates	4	Safety session	7

4. Underline the correct answer. **1 mark x 5 = 5 marks**
- The title which best describes this clip is (Driving, Swimming, Tubing) in Hawaii.
 - People who watch this clip are interested in (cultural, adventure, educational) travel.
 - The land was dug in (1770, 1817, 1870).
 - The whole experience takes (2, 7, 8) hours.
 - The purpose of this clip is to (narrate, inform, give advice).

SECTION B: READING

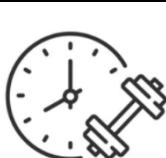
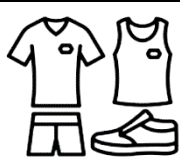
25 MARKS

Task B1: Refer to Source A to answer the following questions.

1. Fill in the missing information in the table below with information from Source A. **1 mark x 4 = 4 marks**

a.	The age of people these classes are for.	13 to 16
b.	The date when the programme begins.	14 July (2024)
c.	The class I can follow online.	Dance & Aerobics
d.	The price for classes if one books early.	€70 / 70

2. Match the icons below with the correct rule in Source A by writing the correct letter (A-D) in the box. TWO icons are extra. **½ mark x 4 = 2 marks**

					
D		C	A		B

3. Tick (✓) whether these sentences are **TRUE** or **FALSE**. **½ mark x 3 = 1½ marks**

		TRUE	FALSE
a.	All classes have a trainer.	✓	
b.	The gym is quite old.		✓
c.	Everyone who applies will be in the same class.		✓

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

1. Underline the correct answer. The text is about a person's: **1 mark**

- a. first day at work
- b. bicycle ride
- c. **daily routine**

2. Which of the following does a fitness trainer do? Tick (✓) the TWO correct answers. **½ mark x 2 = 1 mark**

A fitness trainer...			
	helps people become superheroes.		teaches other fitness trainers.
	cooks healthy food for clients.	✓	gives clients advice on eating well.
✓	prepares training plans for clients.		works in an office.

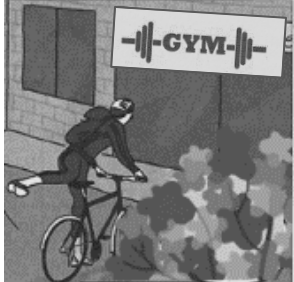
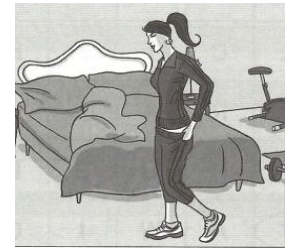
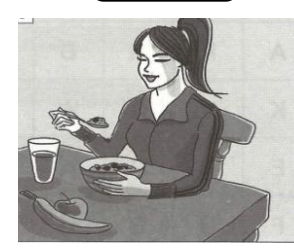
3. What is the fitness trainer compared to in the first paragraph? List TWO.

½ mark x 2 = 1 mark

- i. **superhero/superheroes**
- ii. **teacher/teachers**

4. The following pictures show parts of Stella's day. Number them in the order they happen (from 1-8). The first one has been done for you.

½ mark x 8 = 4 marks

 4	 7	 2
 6	 8	 3
 0	 5	 1

5. Tick (✓) whether these sentences about Stella are **TRUE** or **FALSE**.

½ mark x 4 = 2 marks

	Stella	TRUE	FALSE
a.	prepares her own lunch.		✓
b.	often changes her training clothes during the day.	✓	
c.	prefers giving group fitness classes to personal training sessions.	✓	
d.	works mornings only.		✓

6. There are missing subheadings in the text. Match the subheadings to the correct letter (A-D):

½ mark x 4 = 2 marks

SUBHEADING	LETTER
Me time	B
Nighttime Routine	D
Ready, set...Personal Training!	A
Jump, lift, laugh – fitness fun	C

7. Match the following words from the text with their correct meaning by writing the correct letter (A-E) in the middle column. The first one (a) has been done for you.

½ mark x 4 = 2 marks

A.	decision (line 2)	E	sometimes
B.	success (line 16)	D	acceptable
C.	brief (line 17)	A	choice
D.	presentable (line 22)	C	short
E.	occasionally (line 32)	B	achievement

8. Tick (✓) TWO disadvantages of being a fitness trainer according to Stella.

½ mark x 2 = 1 mark

	Working in a very loud environment.		Dealing with difficult clients.
✓	Having sweaty clothes all day.	✓	The work is tiring.
	Eating healthy food only.		The work is boring.

9. Underline the correct answer.

- a. According to this text, Stella (likes / doesn't like) her job as a fitness trainer. **½ mark**
- b. Copy a phrase of seven words from lines 35-38 to support your answer. **1 mark**

'I still find it exciting and fulfilling...' (lines 35-36)

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

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

Which text...	Source A	Source B	Both
a. allows the reader to interact with the writer online?		✓	
b. advertises fitness classes?	✓		
c. is meant for people interested in fitness training?			✓
d. provides different images to help the reader?	✓		

SECTION C: LITERATURE - UNSEEN TEXT

20 MARKS

Read the drama extract (Source C) in the source booklet and answer all the questions that follow.

1. Tick (✓) the TWO pictures that best describe the main events of this extract. **1 mark x 2 = 2 marks**



2. a. Underline FOUR props needed for this scene according to the script.

½ mark x 4 = 2 marks

wooden table	<u>glass table</u>	silver key	<u>golden key</u>	<u>bottle</u>
toy rabbit	toasted bread	toy turkey	cup	<u>curtains</u>

3. Underline the correct answer.

1 mark x 5 = 5 marks

- a. What is the setting of the play?

- i. Alice's farm
- ii. A rabbit hole**
- iii. The sea

- b. This play is:

- i. a romantic one
- ii. a comedy
- iii. an adventure**

- c. The phrase 'swirl and twist' (line 4) shows us that everything around Alice was:

- i. going round**
- ii. getting smaller
- iii. disappearing

- d. How does Alice feel after falling down the rabbit hole?

- i. Disappointed
- ii. Awkward
- iii. Curious**

- e. How does the White Rabbit feel?

- i. Happy
- ii. Nervous**
- iii. Excited

4. Which sense do the following lines refer to? Choose the correct one from the box below and match the sense with the line by writing in the right column. One of the words is extra.

½ mark x 4 = 2 marks

sight smell taste touch hearing					
					SENSE
i.	'..Alice landed on the soft ground' (line 7)				touch
ii.	'...heard a soft clinking sound' (line 19)				hearing
iii.	'Better check if it's 'POISON'' (line 32)				sight
iv.	' Mmm... like cherry tart' (line 34)				taste

5. Underline the correct word or phrase in brackets. **½ mark x 6 = 3 marks**

- a. [ALICE notices a low curtain] (line 24)
In a play, such phrases are called (figures of speech, props, **stage directions**). These are used to tell actors what to (say, **do**, think).
- b. 'Away went Alice like the wind' (line 12) is an example of (a metaphor, **a simile**, personification). This suggests that Alice moved (slowly, sideways, **fast**).
- c. ' a long, mysterious, dim, dank corridor' (line 16) is an example of (a simile, onomatopoeia, **alliteration**). The playwright wants to emphasise (**how dark and damp it is**, the importance of the corridor, the sound of footsteps).

6. Why did Alice think the drink was 'Strange' (line 35)? **1 mark**

Reference to the taste of the drink must be made for marks to be awarded, such as the following:

It had a mix of different tastes. / It had a combination of odd/strange flavours.

7. Underline the correct answer. **1 mark x 2 = 2 marks**

- a. What do you think happened after "Alice got smaller and smaller" (line 38)?
 - i. She met the White Rabbit again
 - ii. **She went to see the garden**
 - iii. She went up the rabbit hole
- b. The playwright of this extract is:
 - i. Alice Liddell Carroll
 - ii. Lewis Carroll
 - iii. **Anne Coulter Martens**

8. Complete the sentences below.

3 marks

Accept any of the answers below and other answers that you deem suitable. The quote in (c) needs to reflect the answers in (a) and (b). If not, no mark is to be awarded.

From this extract, we learn that Alice's character is (a) **curious / brave (1m)** because (b) **she wants to know where she is/ what's behind the doors / explore the garden/ what the drink tastes like (1m)**

A quote from the text which shows this is: (c) **(1m)**

'Where am I? What's behind these doors?' (line 18)

'What's this? It wasn't here earlier. (line 31)

'Oh I wish I could get through but it's too small for me'. (lines 27 -28)

'What's this?' (line 31)

OR

From this play extract, we learn that Alice's character is (a) **adventurous** because (b) **she feels that falling down the rabbit hole is an adventure**

A quote from the text which shows this is: (c)

What an adventure this is turning out to be! (line 9)

Source D: WRITING

25 MARKS

TASK D1: Short Writing Task			5 marks
1. Includes	an appropriate title e.g. My Tablet		½ mark
2. Includes	a detailed description of the product (reference to the advert is allowed)		1 mark
3. Includes	thoughts and feelings about the product		½ mark
4. Gives	recommendations		1 mark
5. Uses	the first person		½ mark
6. Uses	descriptive vocabulary and opinion words		1 mark
7. Uses	appropriate semi- / formal language and tone to address audience and purpose		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 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. Today you arrived late to school. The Head of School was not happy about this and you were punished. Write a diary entry in which you reflect on what happened.			
Task achievement and Relevance	Genre/Type	Diary Entry			
	Writer	Year 7 student			
	Audience	The student themselves			
	Purpose	To reflect on what happened and how the student felt about the situation and the outcome of it.			
	Register	Informal			
	Indicative content	- The introduction – focusses on the feeling of the writer at the end of the day and the reason for writing. - 2/3 body paragraphs. Content should include detailed and descriptive information about how the person is feeling, what happened and why they were late, how they felt, what excuse they gave, what their reaction was and their opinion about the situation, how they felt about the punishment, and how they will avoid arriving late next time. - Importance is to be given to an analysis of different feelings experienced by the writer during different parts of the situation described as well as a reflection on how they could handle the situation another time. - Writing cannot simply be a narrative. It needs to be a reflective piece. - The conclusion – Closing remarks such as to stop writing for the night.			
Organisation and Linking	Layout	The following diary conventions need to be included:<table><tr><td>Date at the top</td></tr><tr><td>Dear Diary,</td></tr><tr><td>Love, (name / nickname)</td></tr></table> The writing could be organised as follows: - An introduction - 2/3 body paragraphs - Concluding Remark	Date at the top	Dear Diary,	Love, (name / nickname)
Date at the top					
Dear Diary,					
Love, (name / nickname)					

Grammar and Vocabulary	Language	- Use of chatty, informal language - Use of the first person e. g. "I" and "we" - Use of mixed tenses - Use of self-reflective language and mainly vocabulary related to thoughts, feelings, opinions and hope
Criteria	Question	2. Your school needs stories for the yearbook and you wish to publish your story in it. Write a short story for this book about an incident that happened to you when you were shopping.
Task achievement and Relevance	Genre/Type	Short story
	Writer	Year 7 student
	Audience	Readers of school yearbook
	Purpose	To narrate a story about what happened during a particular incident that took place while shopping.
	Register	Semi-formal
	Indicative Content	- No title is requested in the rubric and therefore no marks should 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 cliffhanger endings
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
Grammar and Vocabulary	Language	- The use of suitable narrative language such as: narrative tenses e.g. past simple and past continuous to introduce setting and characters, to describe and narrate events, etc. - Age-appropriate adjectives and adverbs - Linking words to show sequence of events e.g. afterwards, meanwhile, etc. - Vocabulary related to shopping - Descriptive language – to appeal to the senses - First person singular

Criteria	Question	3. Your cousins who live abroad sent you a birthday gift. Write an email to your cousins thanking them for the gift.
Task achievement and Relevance	Genre/Type	Informal email
	Writer	Year 7 student
	Audience	cousins
	Purpose	To thank the cousins for a gift they sent/gave the writer
	Register	Informal
	Indicative Content	- An introduction with opening remarks establishing contact with the cousins e.g. greeting, asking about cousins' health, reference to previous email - The body paragraphs can be set out as follows: - Body 1- thank them for the gift and share their feelings about receiving the gift - Body 2 - tell them how much it means to you (the writer), what you like about it giving a valid reason how you intend to use it - Body 3 – describe the party they missed, tell them how important they are in your life, thank them again for their gift - Conclusion – ending the email appropriately
Organisation and Linking	Layout	The following email conventions need to be included:
		Dear Cousins, Your cousin, Name
Grammar and Vocabulary	Language	The layout may include: - Salutation - Opening Remarks - At least 2/3 body paragraphs - Closing Remarks - Signing off
		- 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

	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