



Annual Examinations for Middle Schools 2024

YEAR 8 ENGLISH Marking Scheme

Half marks are to be rounded up only after the global mark has been computed (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 A - LISTENING

15 MARKS

Underline the correct answer in questions 1 – 6.

1 mark x 6 = 6 marks

1. The speaker's name is a. Claudio Bruno. b. <u>Marco Bruno.</u> c. Sandro Bruno.	2. The forecast is for a. Europe. b. <u>Sicily.</u> c. Catania.
3. The forecast is for the month of a. <u>April.</u> b. May. c. June.	4. There is a red warning on a. Thursday morning. b. Friday morning. c. <u>Friday evening.</u>
5. Boat owners a. <u>should put their boats on land.</u> b. can leave their boats at sea. c. might not find their boats.	6. The temperatures are a. normal. b. <u>less than normal.</u> c. higher than normal.

7. Tick (✓) the two correct answers.

½ mark x 2 = 1 mark

Restaurant owners were told

a.	to close all doors and windows when serving clients.	
b.	to remain closed.	✓
c.	to stay inside.	
d.	not to have any tables outside.	✓

8. Which events have been cancelled? Tick (✓) TWO correct answers.

½ mark x 2 = 1 mark

			
✓			✓

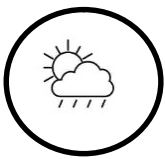
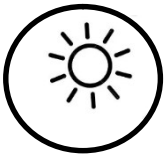
9. Match the numbers in the box below with their correct description.

1 mark x 4 = 4 marks

Number	Description
7	The force of the wind on Sunday.
85	The level of humidity as a percentage.
4	The UV index level on Sunday.
3	The temperature in degrees Celsius of the coldest night.

10. Circle the correct icon to show what the weather will be like on these days.

½ mark x 4 = 2 marks

FRIDAY 15th	SATURDAY 16th	SUNDAY 17th	WEDNESDAY 20th
			

11. Underline the correct answer. The aim of this text is to

1 mark

- a. entertain.
- b. inform.
- c. complain.

SECTION B - READING COMPREHENSION**25 MARKS**

Read the texts printed in the Source Booklet and then answer all the following questions. You should spend around 30 minutes on this section.

Task B1 – Questions on Source A

1. Fill in the grid with information found in Source A. $\frac{1}{2}$ mark x 6 = 3 marks

a.	40	The number of acres where you can go for a walk.
b.	100	The depth in metres of the well.
c.	£4.50	The cost of an entrance ticket for a Year 7 student.
d.	10 a.m.	The time when the castle opens.
e.	4 p.m.	The closing time of the castle in March.
f.	December	The month when the attraction is closed.

2. Match these icons with the facilities available as listed in the text by writing the numbers (1 – 4) in the correct box below.

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

			
2	4	1	3

3. There are missing subheadings. Match the subheadings with the correct letters (A – C) by writing them in the box below. $\frac{1}{2}$ mark x 3 = 1½ marks

Subheading	How to find us	Opening times	Prices
Letter	C	A	B

Task B2: Questions on Source B

1. What is the text about?

1 mark

a. Sightseeing tours

b. School visits

c. Exhibitions

2. Tick (✓) whether the following statements are TRUE or FALSE.

½ mark x 6 = 3 marks

		TRUE	FALSE
a.	There will be no guide during the Valletta tour.		✓
b.	The painting by Caravaggio is found in the Grand Masters' Palace.		✓
c.	St George's Square was upgraded a short time ago.	✓	
d.	On the second day, you will spend a whole day in Mdina.	✓	
e.	Mdina is used for filming.	✓	
f.	We will exit Mdina through Palazzo Falson.		✓

3. Read each phrase below taken from the text. Is it fact or opinion?

Tick (✓) the correct answer.

½ mark x 2 = 1 mark

		Fact	Opinion
a.	a magnificent view of the island (lines 24-25)		✓
b.	the medieval city of Mdina (lines 21-22)	✓	

4. Match the following words from the text, with their correct meaning. The first one (a) has been done for you. **1 mark x 4 = 4 marks**

a.	rich (line 2)	c	thick walls used to defend a city
b.	re-enactment (line 16)	a	full
c.	bastions (line 23)	e	a short journey or trip
d.	massive (line 56)	b	a theatrical performance
e.	excursion (line 71)	d	huge

5. a. Which place is best to take photos? **1 mark x 2 = 2 marks**

Senglea Garden

- b. At which place is a meal included in the price of the excursion?

Valletta

6. What do these words refer to in the text? **½ mark x 4 = 2 marks**

a.	here (line 24)	bastions
b.	we (line 38)	The tourists and the guide
c.	its (line 60)	Of Marsaxlokk/of the fishing village
d.	This (line 83)	Village feast

7. Underline the correct answer. According to the writer, the best experience is while visiting the **1 mark**

- a. caves.
b. feast.
c. temples.

8. Fill in the grid with information from Source B.

½ mark x 4 = 2 marks

	DAY	PLACE	ACTIVITY
a.	1	The Oratory	see the Caravaggio masterpiece
b.	3	waterfront	Harbour boat tour
c.	4	Marsaxlokk	walk along the promenade
d.	5	Gozo	Citadel and temples

9. Refer to both Source A and B to answer the following question.

½ mark x 5 = 2½ marks

Tick (✓) the text which

		Source A	Source B	Both
a.	is an itinerary.		✓	
b.	includes photos.			✓
c.	is meant for people who enjoy historical places.			✓
d.	is meant to persuade.			✓
e.	promotes one particular place.	✓		

SECTION C – LITERATURE

20 MARKS

You should spend around 30 minutes on this section.

Task C: Unseen Text

Read the text labelled as Source C in the Source Booklet and then answer all the questions that follow.

Underline the correct answer.

1 mark x 3 = 3 marks

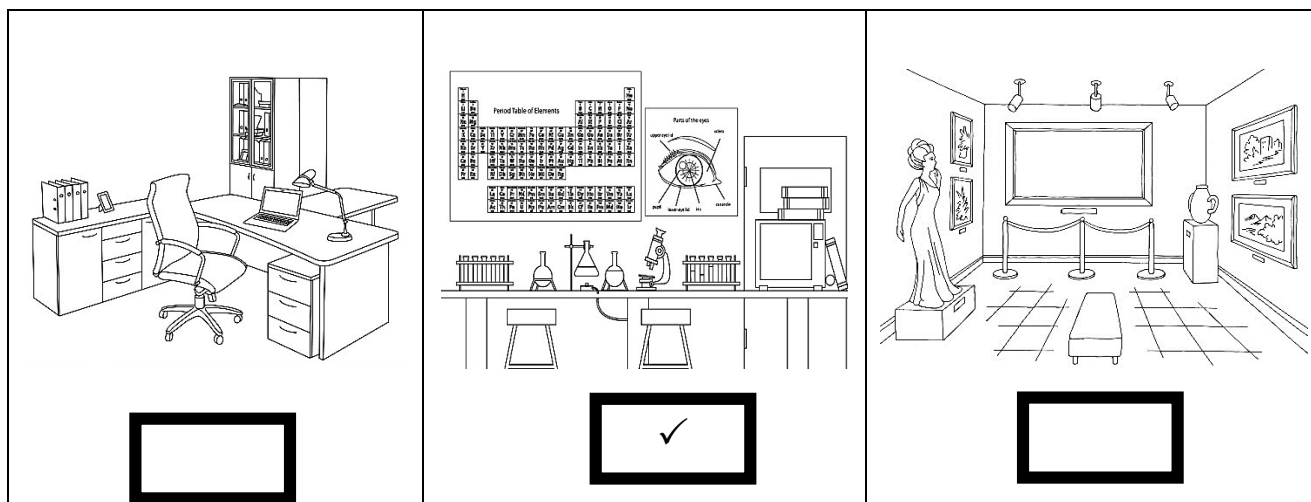
1. This extract is taken from a
 - a. poem.
 - b. playscript.**
 - c. novel.

2. This extract is a
 - a. funny episode.**
 - b. tragic episode.
 - c. shocking episode.

3. The sentence "Imagine all the pranks we could pull!" in line 2 shows that the teenagers are
 - a. comedians.
 - b. well-behaved.
 - c. naughty.**

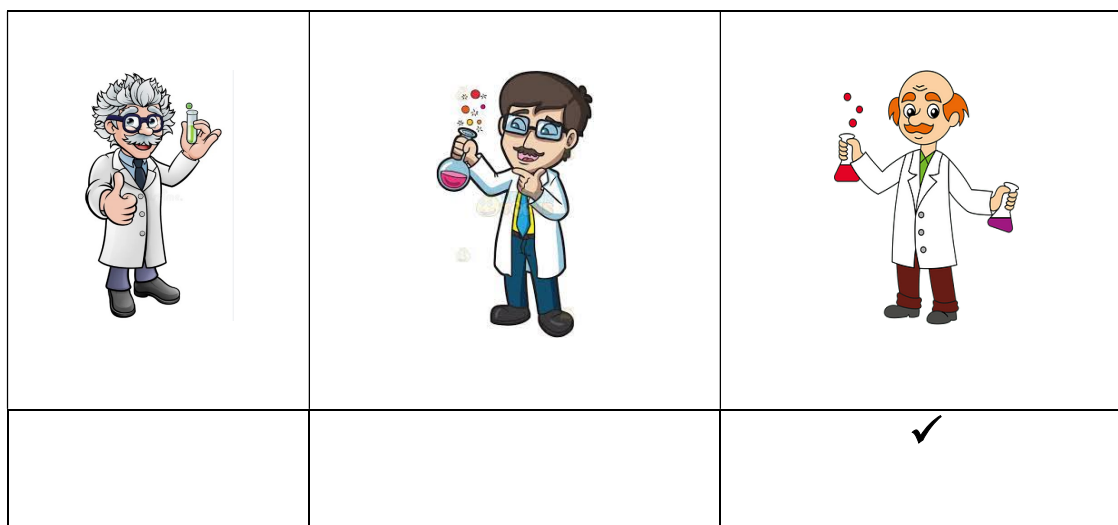
4. Tick (✓) the correct picture which best describes the setting of this extract.

½ mark



5. Tick (✓) the picture which best describes Dr. Crumbleton.

½ mark



6. Do you think Dr. Crumbleton is a good name for this character? Give a reason for your answer.

2 marks

Yes. (1 mark) ACCEPT any suitable answer which makes reference to the fact that he is a scientist and his experiment involved turning people into crumbly statues (1 mark).

Underline the correct answer in questions 7 – 9.

7. The phrase “Suddenly they freeze” in line 10 is an example of

- a. a metaphor.
- b. a simile.
- c. alliteration.

1 mark

8. This is used to describe how

- a. the temperature dropped.
- b. they stopped immediately.
- c. they actually froze.

1 mark

9. The phrase “we’re stuck like fragile porcelain dolls” in lines 23 – 24 is an example of

- a. a metaphor.
- b. a simile.
- c. alliteration.

1 mark

10. Were they actually “like fragile porcelain dolls”?

1 mark

Yes/No. Quote to support your answer.

No, because Tim said “I don’t feel any different.”

11. In the stage directions, Tim is often whispering. Why do you think he does this?
He does not want to be caught so he speaks in a low voice. 1 mark.
12. Complete the sentence. Tim is described as “wide-eyed” in line 23. This shows that he is feeling **shocked / afraid** (or similar answers). **1 mark**
13. Underline the correct answer. The phrase “holding a vibrant vial” in line 34 is an example of **1 mark**
- a. a simile.
- b. alliteration.**
- c. a hyperbole.
14. Find another example of the same figure of speech mentioned in question 13, in the last six lines of the extract. **1 mark**
ACCEPT any of the following: “spewing sparks”/“sizzling sounds”.
15. Here is the plot of this extract. Put these statements in the order it happened by writing the numbers (1 - 4) in the left column. **½ mark x 4 = 2 marks**
- | | |
|----------|---|
| 4 | Dr Crumbleton gives Sarah and Tim the antidote. |
| 2 | Dr Crumbleton discovers Sarah and Tim. |
| 3 | Dr Crumbleton explains the mistake the children made. |
| 1 | Sarah and Tim drink the potion. |
16. Mention any two props you would need if you had to act out this scene.
ACCEPT any suitable answer. 1 mark
E.g., flask, potion, shelves, laboratory materials.
17. Which one of the characters would you choose to act out and why? **2 marks**
ACCEPT any suitable answer.
E.g., I would choose to act out the part of Dr Crumbleton (1 mark) as I like science experiments and I would love to play the part of a scientist. (1 mark)
18. What do you think happened before this extract? **1 mark**
ACCEPT any suitable answer.
E.g., I think that before this extract Sarah and Tim had skipped school and had trespassed into the laboratory thinking nobody was around.

SECTION D – WRITING**25 MARKS****Task D1 – Short Writing Task****5 marks**

1. Includes	the <u>date</u>, <u>venue</u> and <u>time</u> of the tournament	½ mark <u>each</u> (1½ marks in total)
2. Gives	a description of the tournament	1 mark
3. Persuades	the blog followers to participate and gives reasons	1 mark
4. Uses	present tenses, imperative	1 mark
5. Includes	persuasive language	½ mark
		5 MARKS

E.g., Calling all teenage gamers! Embark on a gaming journey at the Teen Tournament where classic and modern board games collide in a battle for glory. Challenge your mind, forge new friendships, and compete for fantastic prizes. Let the games begin on the 22nd June at Bowton Local Council from 10 a.m. onwards.

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. The school is organising a mystery STORY competition. You decide to take part. Start your story with, "When Sam found an old ring in the field, he did not know it was magical."
Task achievement and Relevance	Genre/Type	Story
	Writer	Year 8 student
	Audience	Readers of the school mystery competition
	Purpose	To write a mystery story
	Register	Informal / semi-formal
	Indicative content	- An appropriate title is given (e.g., The Mystery of the Ring / The Ring of Truth) 1 mark - An introduction which uses the first sentence given in the exam paper and sets the scene - setting, time, day The body paragraphs can be set out as follows: - Body 1 – containing when and where it all happened and who was involved. (rising action) - Body 2 – containing what the mystery was and how it started (climax - problem) - Body 3 – containing if / how the mystery was solved (resolution) - The conclusion – containing how Sam felt and what he learnt from it all (brings together all the elements of the story e.g. morale, twist/cliff hanger ending)
Grammar and Vocabulary	Language	- Use informal language - Use of the third person - Use of past tenses
Organisation and Linking	Layout	The writing could be organised as follows: - An introduction - 2/3 body paragraphs in which the story is developed - Conclusion – an appropriate ending to the story

Criteria	Question	2. The local sports club is putting together a booklet to promote sports in the village. Write a BIOGRAPHY about a real or imaginary sports celebrity who lives in your village.
Task achievement and Relevance	Genre/Type	A biography
	Writer	Year 8 student
	Audience	Readers of the booklet produced by the local sports club
	Purpose	To write a biography
	Register	Formal
	Indicative content	- An appropriate title is given (e.g., name of the personality and date of birth) 1 mark - An introduction with the name of the sports celebrity who lives in your village and the type of sport the celebrity is famous for (personal details) The body paragraphs can be set out as follows: - Body 1 – (early life) containing the date of birth, family and childhood experiences - Body 2 – (adulthood) information about celebrity's rise to fame - Body 3 – achievements and/or setbacks - The conclusion – Closing remarks about how this person is influential
Grammar and Vocabulary	Language	- Use formal language - Use of the third person - Use of mixed tenses
Organisation and Linking	Layout	The writing could be organised as follows: - An introduction - 2/3 body paragraphs giving details about the life of the sports celebrity - Conclusion – comments about how this person is influential

Criteria	Question	3. Last week you were walking near the sea, and you were disappointed because you noticed that the beach is no longer as beautiful as it used to be. Write a formal EMAIL of complaint to the mayor of your local council, Ms Rita Smith, to complain about the situation and give your opinion on how things can improve.								
Task achievement and Relevance	Genre/Type	Formal email								
	Writer	Year 8 student								
	Audience	Ms Rita Smith, Mayor								
	Purpose	To complain about how the sea/beach has been ruined and give your opinion on how things can improve								
	Register	Formal								
	Indicative content	The body paragraphs can be set out as follows: - An appropriate subject is given e.g. The dirty beach - Introduction - reason for writing, date the beach was visited, which beach was visited - Body 1 – what is wrong with the beach - Body 2 – compare and contrast the past with the present disappointing situation (how it used to be and now) - Body 3 – what can be done to improve the situation Conclusion – ending the email appropriately in the closing remarks and/or giving contact details								
Grammar and Vocabulary	Language	- Factual language; descriptive language describing the beach / sea, and what is wrong with it, and citizen’s suggestions. - Contractions are not to be accepted - Mostly simple past and present tense								
Organisation and Linking	Layout	The following email conventions need to be included:<table><tr><td>Subject</td><td>1 mark</td></tr><tr><td colspan="2">Dear Ms Smith,</td></tr><tr><td colspan="2">Yours sincerely,</td></tr><tr><td colspan="2">Name and surname (A Borg)</td></tr></table> The layout may include: - Salutation - Opening Remarks - At least 2/3 body paragraphs - Closing Remarks - Signing off	Subject	1 mark	Dear Ms Smith,		Yours sincerely,		Name and surname (A Borg)	
Subject	1 mark									
Dear Ms Smith,										
Yours sincerely,										
Name and surname (A Borg)										

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.
	Organisation and Linking (W 7.2 / 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.
ACCURACY		5-4	3-2	1-0
	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

BLANK PAPER

BLANK PAPER