



Annual Examinations for Middle Schools 2024

YEAR 8	ENGLISH	Marking Scheme
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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.

SECTION A: LISTENING

15 MARKS

- 1. Tick (✓) whether the following statements are True (T) or False (F).
1 mark x 4 = 4 marks**

		TRUE	FALSE
a.	This weather update is being broadcasted on a Thursday.		✓
b.	The weather update is focussing on the weather in Europe.	✓	
c.	This programme is informing viewers about the weather conditions of that day.		✓
d.	The ABCmet App gives precise information about the weather in one's city.	✓	

- 2. Write the correct number next to its description.**

1 mark x 6 = 6 marks

14	Number of people killed by floods in Italy
35,000	Number of people forced to evacuate in Italy
98%	Percentage level of humidity in Northern Italy
20°C	Daytime temperature in London
3	UV Index in London
11	UV Index in Spain

3. What extreme weather conditions are forecasted for the countries in the box below? Write the name of the country under the correct icon.
1 mark x 5 = 5 marks

Italy	Croatia	Bosnia	Slovenia	Spain
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Slovenia	Spain	Bosnia	Italy	Croatia

SECTION B: READING

25 MARKS

Task B1: Questions on Source A

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

1/2 mark x 3 = 1 1/2 marks

		TRUE	FALSE
a.	There are other historical sites near the museum.	✓	
b.	You can see parts of Athens from the museum.	✓	
c.	The entry ticket for an adult is €3.		✓

2. The subheadings in this brochure are missing. Match the subheadings below with the correct number (1-5). One of the subheadings is extra.

1/2 mark x 5 = 2 1/2 marks

Subheading	Number
Gift Shops	4
Food Court	3
Contact Us	1
List of Exhibits	
Safety Measures	5
Opening Hours and Tickets	2

3. Five symbols in Source A (under Subheading 5) have been left out. Fill in the table by putting the correct letter (**A – E**) under the appropriate symbol.

½ mark x 5 = 2½ marks

				
D	E	A	B	C

Task B2: Questions on Source B

1. Tick (✓) the TWO correct boxes.

This tour is suitable for someone who:

½ mark x 2 = 1 mark

a.	can't stand crowds	
b.	loves to take photographs	✓
c.	enjoys travelling by train	
d.	adores cold weather	
e.	likes to visit movie sites	✓

2. List TWO facts about Cairo found between lines 2-12. **½ mark x 2 = 1 mark**

Accept any two of the following answers:

- i. **Cairo is big / spreading in an untidy manner.**
- ii. **Cairo is the capital city of Egypt.**
- iii. **It has an International Airport.**
- iv. **There are many hotels.**
- v. **There is a huge amount of traffic in the streets.**
- vi. **There is a lot of chaos and confusion all around.**
- vii. **It is full of historical monuments / museums.**

3. Which monuments can be considered as the 'symbols' of Egyptian civilisation? **½ mark**

The pyramids

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

½ mark x 4 = 2 marks

		TRUE	FALSE
a.	We know how the pyramids were built.		✓
b.	The Egyptian Museum is the largest museum in the world.		✓

c.	The porticoes at Al-Azhar Mosque can be found on the sides of the fountain.	✓	
d.	Luxor is the capital city of Egypt.		✓

5. In your own words, explain the following sentence: "For those wanting a crash course in Egyptian history, the museum is a must!" (lines 52 - 53)

1 mark

People or tourists who are really interested in Egyptian history and want to know as much as possible about it cannot miss a visit to the museum as it will teach them a lot.

6. Fill in the following table with information from the text. Day 1 has been done as an example.

½ mark x 4 = 2 marks

	Full Day	Half Day	One main attraction visited	Multiple attractions visited
Day 1: Friday 1 st July		✓		✓
Day 3: Sunday 3rd July	✓			✓
Day 5: Tuesday 5th July		✓	✓	

7. Between lines 30 and 58, find individual words which mean the same as:

½ mark x 4 = 2 marks

a.	mastery	prowess
b.	confined	cramped
c.	famous	world-renowned/iconic
d.	active	lively

8. What do the following words refer to in the text? **½ mark x 2 = 1 mark**

a.	This (line 70)	the fact that Luxor is known as an open-air museum
b.	which (line 89)	the tombs and chambers

9. You are writing a travel blog about your trip. Write a paragraph of between **60-70** words, to summarise the reasons found between lines 9 and 23 why people would visit Egypt. You are reminded to use information from the text and your own words as much as possible. **6 marks**

Summary 6 marks	4 marks		
Identification of salient points (including own words) 4 marks ½ mark for each point mentioned ½ mark for using own words	The four salient points include: i. Egypt has a very rich history. ii. The food in this country is exquisite. iii. Lively atmosphere in the city iv. The locals are very friendly.		
Accuracy 1 mark	1 mark	½ mark	0
	Grammatical structures and syntax are accurate.	Grammatical structures and syntax are mostly accurate.	Grammatical structures are limited and mostly inaccurate.
Organisation & Structure 1 mark	1 mark	½ mark	0
	Writing is well organised and structured. Good use of linking words.	Writing is adequately organised and structured. Adequate use of linking words.	Writing is poorly organised and unstructured. Few or no linking words.

Deduct one mark if students write less than 55 words or more than 75.

Task B3: Question about Source A and Source B ½ mark x 4 = 2 marks

1. Tick (✓) the source which:

		Source A	Source B	Both	Neither
a.	is an itinerary.		✓		
b.	includes numerous facts.			✓	
c.	is meant to entertain the reader.				✓
d.	is directed at travellers to Athens, Greece.	✓			

Section C: LITERATURE – Unseen Text**20 MARKS****You should spend around 30 minutes on this section.**

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

1. Underline the correct answers. **½ mark x 2 = 1 mark**

a. A suitable title for this extract is

ii. A Lucky Break

b. The genre of this play is:

iii. comedy.

2. This extract is made up of TWO scenes. What is the setting of each one?

½ mark x 2 = 1 mark

Setting A: **POTTS Family Windmill**

Setting B: **The Fun Fair**

3. Describe in detail TWO things that we learn about Mr Potts and his children in Scene 5. **1 mark x 2 = 2 marks**

Accept any answer that brings out and discusses two of the following:

- ***They live in an unconventional home (the windmill)***
- ***They are quite poor***
- ***They love each other very much and have a strong family bond***
- ***The children are very imaginative***
- ***The mother/wife is gone***

4. a. There are a number of characters in this play. Write the names of ONE main character and ONE minor character under the correct column.

½ mark x 2 = 1 mark

Main Characters	Minor Characters
POTTS / Mr Potts JEREMY JEMIMA <i>Accept any one</i>	FAIR ANNOUNCER DANCERS VIOLET SID TURKEY FARMER <i>Accept any one</i>

5. a. What are the phrases in brackets and italics called? **½ mark**
Stage Directions

b. What is their function in the script? **1 mark**

Accept any answer that brings out the following:

An instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.

6. The following adjectives describe Mr Potts. Quote from the text to show these characteristics in this character. **½ mark x 6 = 3 marks**

Adjective	Quote
poor	"30 shillings is pretty hard to come by"
loving	"Daddy loves you very much."
optimist	"Things are going to come right somehow."
patient	"Of course."
persuasive	"Haircuts! Ladies and gentlemen, get a spiffing automatic haircut.... – cutting machine."
quick-witted	"I meant no in the sense of...yes."
ecstatic	"Yahooo!"

Accept any other suitable answers.

7. VIOLET: "Sidney, you're smoking!
SID: Turn it off! My head's on fire."
- a. Underline the correct answer. **½ mark**
The mood created in these lines is:
ii. panic and alarm
- b. What TWO features from the short extract above help create this mood?
½ mark x 2 = 1 mark

The short sentences and the punctuation marks.

8. "Sid – you're bald as a baby's bum."
- a. This line is an example of a simile. Explain the effect it creates in the play. **1 mark**
The playwright uses this simile to show how well the haircutting machine has done its job and Sid's head is completely hairless and smooth like a baby's bottom.
- b. What other figure of speech can be found in this line? **1 mark**
alliteration
9. In the last line – Mr Potts says, "And I call it a miracle." What figure of speech is this and why does the playwright use it here? **1 mark x 2 = 2 marks**
- **Hyperbole**
 - *Accept answers similar to:*

This is used to bring out the extraordinary coincidence of the sale of the haircutting machine for the exact same sum required to buy the car.

10. Imagine you are going to put up this play on stage. Mention TWO props you would need. **½ mark x 2 = 1 mark**

Accept any two of the following:

- **a paper crown**
- **a nail**
- **a rock**
- **bamboo poles**
- **a haircutting machine**

11. What do you think happens after this scene? **1 mark**

Accept any suitable answer that can include Potts going back home to show the money to the children or him buying the race car.

12. Which part of the play extract did you find most humorous? Why? **3 marks**

Accept any reasonable answer that brings out the reader's personal response. 1 mark is to be awarded for the identification of the part of the extract. 1 mark is to be awarded for a reason which supports the initial answer. 1 mark is to be awarded for supporting ideas for the reason identified (and length).

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 activity	½ mark x 3 = 1 ½ mark
2. Gives	a description of the mid-day break activity	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., Bored of the usual break? Why not come to the Comics Club? Join us every Wednesday and Friday from 2nd October at 12:35 p.m. in the Media Room. We will talk about the Marvel characters and you will even learn the art of making your own comic strips, from drawing to writing. Are you up for the challenge? See you then!

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. Whilst relaxing on the beach, you find a mysterious object buried in the sand. Write a STORY which will be included in the Young Detective section of your school magazine. Add a title to your story.			
Task achievement and Relevance	Genre/Type	Short story			
	Writer	Year 8 student			
	Audience	Readers of the school magazine (mainly students)			
	Purpose	To narrate a mystery story			
	Register	Informal / semi-formal			
	Indicative content	An appropriate title is given (e.g., The Greatest Discovery, Buried Secrets, etc.) 1 mark The introduction - Opening paragraph can describe the setting, time and day. It needs to set the scene. Body 1 – Rising Action Body 2 – Climax Body 3 - Resolution The conclusion which brings together all the elements of the story. It could contain a twist or an appropriate ending to the story.			
Organisation and Linking	Layout	The writing could 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. The local youth club you attend is putting together a booklet to promote history and culture in the village. Write a BIOGRAPHY to be included in this publication about a real or imaginary historical figure who made a positive difference in your village. Add a title to this biography.
Task achievement and Relevance	Genre/Type	Biography
	Writer	Year 8 student
	Audience	Readers of the booklet produced by the local council
	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 historical figure and why this person is famous. Include their 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 the historical figure’s rise to fame - Body 3 – achievements and setbacks. The conclusion – Closing remarks about how this person is influential
Organisation and Linking	Layout	The writing could be organised as follows: - An introduction - 2/3 body paragraphs giving details about the life of the famous person - Conclusion – comments about how this person is influential
Grammar and Vocabulary	Language	- Use formal language - Use of the third person - Use of mixed tenses

Criteria	Question	3. Write a formal EMAIL to the mayor of your local council, Ms Angela Borg to complain about the recent construction works in a green area where you spend time with your friends and give your opinion on how things can improve. Add a subject to this email.
Task achievement and Relevance	Genre/Type	Formal email
	Writer	Year 8 student
	Audience	Ms Angela Borg, Mayor
	Purpose	To complain about how the green area is being ruined and give your opinion on how things can improve.
	Register	Formal
	Indicative content	An appropriate subject is given. Ex. The Destruction of Babu Valley 1 mark The body paragraphs can be set out as follows: - Introduction - reason for writing, date the place was visited, which green area is being talked about - Body 1 – what is wrong with the place by comparing the past to the present - Body 2 - your disappointment at the situation - Body 3 – what can be done to improve the situation - Conclusion – ending the email appropriately in the closing remarks and/or giving contact details
Organisation and Linking	Layout	The following email conventions need to be included:
		Subject
		Dear Ms Borg,
		Yours sincerely,
		Final Name and surname
		The layout may include: - Salutation - Opening Remarks - At least 2/3 body paragraphs - Closing Remarks - Signing off
Grammar and Vocabulary	Language	Factual language; descriptive language describing the place, and what is wrong with it, and citizen's suggestions. Language expressing complaint - Contractions are not to be accepted. - Mostly simple past and present tense

	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 (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