



Annual Examinations for Middle Schools 2025

YEAR 7

ENGLISH

Marking Scheme

Half marks are to be rounded up only after the global mark has been arrived 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.

LISTENING

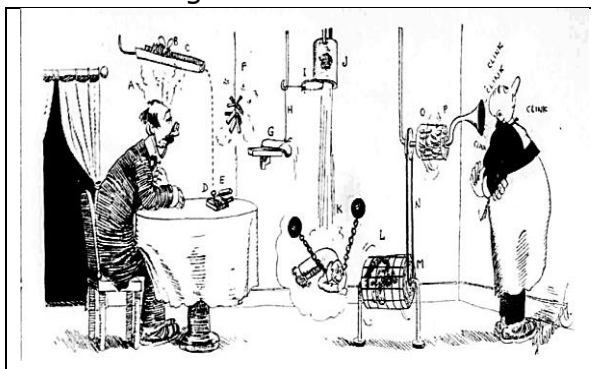
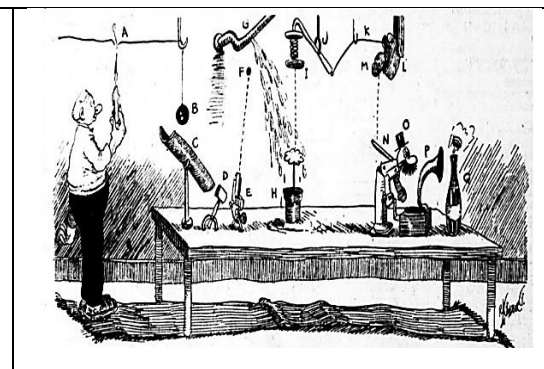
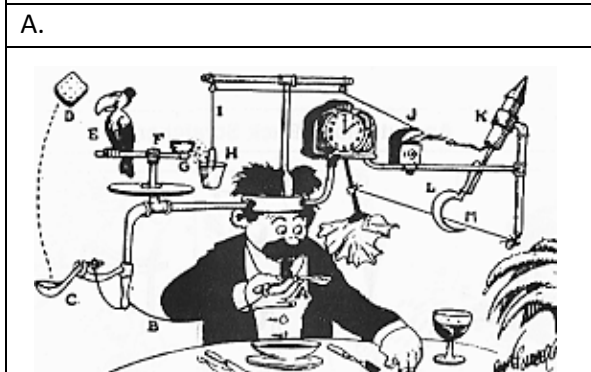
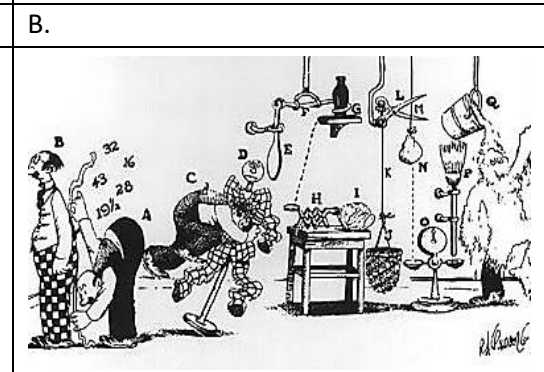
15 MARKS

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

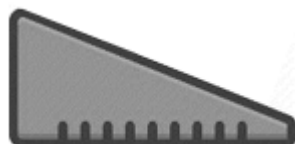
1 mark x 4 = 4 marks

		TRUE	FALSE
1.	This podcast is streamed once a week.	✓	
2.	A chain reaction can only be built with domino tiles.		✓
3.	This podcast is mainly about Rube Goldberg's life.		✓
4.	Rube Goldberg built several chain reaction machines.		✓

2. Tick (✓) the **ONE** picture which shows the simple task used as an example of a Rube Goldberg machine. **½ mark**

	
A.	B.
	
C. ✓	D.

3. Several things are needed for the dog feeding chain reaction. Tick (✓) **FIVE** that are mentioned in the text. **½ mark x 5 = 2½ marks**



4. Write the correct number (1-5) to show the sequence of the chain reaction as explained in the text. **1 mark x 5 = 5 marks**

Number	
3	The car goes down the track and hits a can of soup.
5	The dog food falls into the bowl.
1	The mobile phone slides down the ramp while ringing.
4	The soup knocks over the bottle.
2	The domino tiles fall and push the toy car down the track.

5. Match the two columns by writing the numbers (1-6) in the middle column. The first one (0) has been done for you. **½ mark x 6 = 3 marks**

0.	4,491,863	6	year when the Christmas Tree was lit up in Riva
1.	Latvia	3	year when the Austrian team broke a world record
2.	412	5	place where 3 world records were broken at one go
3.	2023	1	place where the biggest Rube Goldberg machine was built
4.	70	0	number of domino tiles in the wall
5.	Gratz	2	number of chain reactions needed to light up the Christmas tree
6.	2016	4	number of individual steps prepared by each person to light up the tree

SECTION A: READING

25 MARKS

TASK A1: Refer to Source A1 to answer the following questions. (7 marks)

1. Some of the titles of the programmes have been left out. Match the titles with the description by writing the correct letter (A-C). One is extra.

$\frac{1}{2}$ mark x 3 = 1½ marks

	LETTER
Funniest Home Videos	B
Sports Roundup	C
Daily News Brief	
Smarty Pants Showdown	A

2. The icons below have been removed from the TV guide. Match each icon to the correct channel by writing the correct number (1 -3) under the icon. There is one extra icon.

$\frac{1}{2}$ mark x 3 = 1½ marks

			
2	3		1

3. Fill in the missing information. The first one (a) has been done for you.
Which programme on the TV Guide:

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

	Name of Programme
a. shows different sports competitions?	Olympics from Paris
b. involves food?	Chef's Special: Road to York
c. is an analysis of football?	Spotlight on the match
d. has already been shown on TV?	Jojo and Friends
e. starts at half past six?	Ella's Party
f. is a documentary?	Bears
g. is happening as people watch?	Football Match
h. is a game show?	The Wheel of Fortune
i. is showing for the first time?	Antiques Market

TASK A2: Refer to Source A2 to answer the following questions. (16 marks)

1. Underline the best answer. $\frac{1}{2}$ mark x 2 = 1 mark

a. On a website, this text would be found under the tab:

- i. News ii. Music iii. **Reviews** iv. Events

- b. The aim of this text is to:
- describe animal behaviour in the city.
 - give an opinion about a specific film.**
 - talk about the latest hit songs in film.
 - show the importance of never giving up.

2. Complete the table with the missing information from the text.

½ mark x 6 = 3 marks

Title of film	Sing
Star Rating	4.5
Year the film was released	2016
Name of production company	Illumination
Name of main character	Buster Moon
Name of director	Garth Jennings
Length of film	108 minutes

3. What TWO things do the films "Sing", "Finding Dory", "The Secret Life of Pets" and "Zootopia" have in common?

½ mark x 2 = 1 mark

They are animated films, and all have animals as their main characters.

4. Quote a phrase from the first paragraph which shows that the film "Sing" is worth watching.

½ mark

"holds its own really well"/"one of the biggest pleasant surprises"

5. Match these words in bold found between lines 8 and 16 to their meaning, by writing the correct letter in the empty column.

½ mark x 4 = 2 marks

a.	stardom	c.	group of actors
b.	criminals	d.	gifted
c.	cast	a.	fame
d.	talented	b.	lawbreakers

6. Why does Buster Moon organise a competition?

1 mark

He wants to save his theatre which is not doing very well. / His theatre is struggling.

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

		TRUE	FALSE
a.	Meena is very outgoing and feels confident about her singing.		✓
b.	Calatonia is the name of the theatre.		✓
c.	The person writing about this film thinks Miss Crawley is very funny.	✓	

8. Find **ONE NEGATIVE** thing about this film. **½ mark**

Accept any of the following answers

**The base story is not original.
It is very predictable.**

9. Explain this phrase in your own words: **1 mark**

"once you hit rock bottom, there's nowhere else to go but up!"

Accept any answer that includes the following

This phrase means that when you reach the lowest point in a difficult situation (½ mark), things can only improve from there (½ mark).

10. According to the author, which of the following are **POSITIVE** aspects of the film? Tick (✓) the **THREE** correct answers. **½ mark x 3 = 1½ marks**

This film is good because of the...			
	plot	✓	animation
	setting	✓	optimism
	scenes		ending
✓	songs		humour

11. There are missing subheadings in the text. Match the subheadings to the correct letter (B – E): The first one (A) has been done for you. **½ mark x 4 = 2 marks**

SUBHEADING	LETTER
The Soundtrack	C
The Critic's Opinion	B
Recommendation	E
Plot and Characters	A
Themes	D

12. Underline the correct answer.

½ mark x 2 = 1 mark

- a. According to the author of this text, this film is great for (children / teenagers / adults).
- b. Quote a phrase from the text to support your answer.

“particularly to a junior audience”

TASK A3: Refer to both Source A1 and Source A2 to answer the following:

1. Tick (✓) the text in which you find the following:

½ mark x 4 = 2 marks

Which text...	Source A1	Source A2	Both
a. includes both fact and opinion?		✓	
b. can be found online?			✓
c. is a schedule?	✓		
d. includes an image to help the readers understand?		✓	

SECTION B: LITERATURE – UNSEEN TEXT

20 MARKS

1. Underline the correct answer.

a. The setting of this extract is a

1 mark

- i) street in London
ii) school for girls
iii) market in London

b. This extract is written in the

1 mark

- i) first person
ii) second person
iii) third person

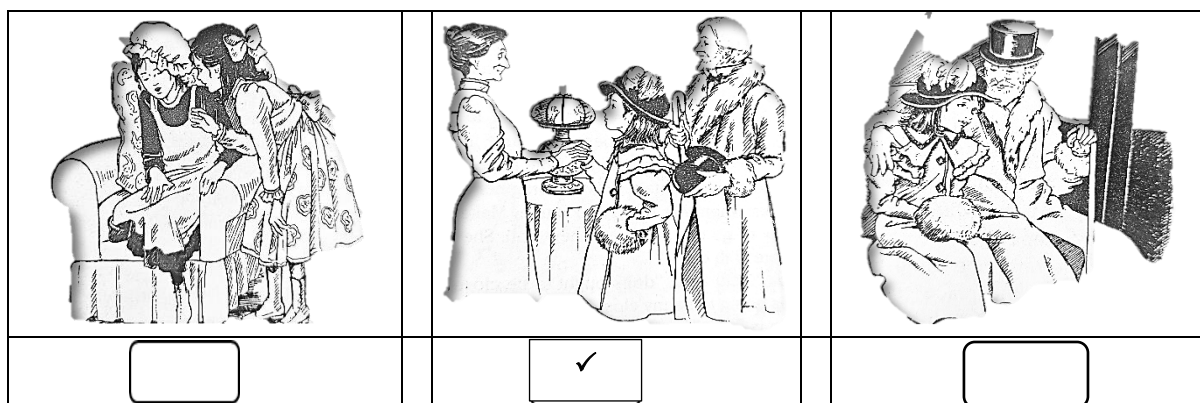
c. The subject of this extract is

1 mark

- i) happiness
ii) friendship
iii) relationships

2. Tick (✓) the picture that best describes the extract.

1 mark



3. a. Who is the main character of the story?

½ mark

Sara Crewe (Accept also Sara)

b. Give **ONE** reason for your answer.

½ mark

Accept any answer that includes the following

Sara is mentioned the most, the story is all about her

4. Underline the correct answer.

a. "The very armchairs seemed to have hard bones in them" (line 8/9) is an example of (simile, onomatopoeia, personification). ½ mark

b. Find another example of this figure of speech between lines 8 and 11.

½ mark

"the red cheeks of the moon face on the tall clock..."

c. What does this show us about the furniture in the house?

1 mark

Accept any answer that includes the following

That everything looks nice and polished but in reality it is hard and uncomfortable (pretty much like Miss Minchin).

5. Underline the correct answer.

a. In the first paragraph, Sara compares Miss Minchin to the (building, armchair, tall clock). ½ mark

b. Quote a part sentence from lines 5 to 10 to support your answer. ½ mark
"the house was somehow exactly like Miss Minchin" (line 7)

6. Underline the correct answer.

a. "She had large, cold, fishy eyes and a large, cold, fishy smile" (line 13). This sentence shows us that Miss Minchin (is cold and smells bad, is cruel and not to be trusted, looks kind and caring). 1 mark

b. Mention **TWO** negative things that Miss Minchin does to Sara.

½ mark x 2 = 1 mark

Accept any two of these points

- **She forces Sara to study French**
- **She doesn't let her speak**
- **She blames Sara for her mistake**
- **She develops a grudge against the girl**

- c. Would you like to have a person like Miss Minchin as your headmistress? Why? **1 mark**

Accept any answer that includes the following:

No, because Miss Minchin does not look like a warm-hearted person in this extract. She behaves well in front of Sara's father but acts differently when Sara is on her own.

7. List **FOUR** facts that you learn about Sara's father from this extract. **1/2 mark x 4 = 2 marks**

Accept any four of these points

- **Sara's father is from India.**
- **He is a captain/soldier in the army.**
- **He is very rich.**
- **He is a young man.**
- **He loves his daughter very much.**

Do not accept He wants Sara to learn French.

8. "A clever child is a great treasure in an establishment like mine." (lines 18/19)
a. What figure of speech is used in this sentence? **1 mark**

Metaphor

- b. Explain the effect of this figure of speech. **1 mark**

Accept any answer that includes any of the following

Miss Minchin is implying that Sara is a precious, clever child to her, an asset to her school's reputation. / Indirectly, she is referring to the amount of money her father will be paying for Sara's tuition.

9. a. Did Sara need to learn French? (Yes/**No**) **1/2 mark**
b. Quote the text to support your answer. **1/2 mark**
"Sara doesn't need to learn French; she is French". (line 32)

10. a. Underline the correct answer.
Monsieur Dufarge is a (main, **secondary**) character. **1/2 mark**

- b. Why do you think the author makes him seem so nice? **1/2 mark**

Accept any answer that includes the following

The character of Monsieur Dufarge is Miss Minchin's total opposite. So, by including him the author is making Miss Minchin look even worse.

11. a. Underline the correct answer.
In which part of the plot would you place this extract? **1 mark**
(**exposition**, rising action, climax, falling action or resolution)

- b. State why by underlining **TWO** reasons for your answer. **1/2 mark x 2 = 1 mark**

- i. Sara is new to this school.
- ii. **There is a long description of the setting.**
- iii. There is a lot of information about Miss Minchin.
- iv. **Relationships between characters are still being formed.**
- v. The other students were laughing at Sara.

12. Why does Miss Minchin start “to feel rather a grudge against” Sara? **1 mark**

Accept any answer that includes

the fact that unintentionally Sara ridiculed Miss Minchin in front of the whole school since, unlike Sara, Ms Minchin doesn’t speak French (an embarrassment to Ms Minchin).

SECTION C: WRITING

25 MARKS

TASK C1: Short Writing Task

5 MARKS

The youth club you belong to gives a lot of importance to physical activity. The leaders are organising a whole day event called “Fitness Fun” to raise awareness about the importance of daily exercise. In about 50-60 words, write an advert to promote this activity.

1. Includes	the date and venue of this event	½ mark each (1 mark)
2. Gives	a description of what the activity involves	1 mark
3. Mentions	At least two reasons why people should join	½ mark each (1 mark)
4. Uses	the imperative, eg., Join us	½ mark
5. Uses	descriptive vocabulary and persuasive language	1 mark
6. Uses	appropriate informal 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 C2: 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. Imagine you are a teacher who has been sent to a new school. Write a diary entry from the point of view of this new teacher after the first day at work.			
Task achievement and Relevance	Genre/Type	Diary Entry			
	Writer	Teacher transferred to a new school			
	Audience	The writer			
	Purpose	To reflect on the first day at this new place of work.			
	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 the person thinks of the school and the students, if there were any significant meetings or activities and which class has stood out. - Importance is to be given to an analysis of different feelings experienced by the writer during different parts of the day described as well as a reflection on any thoughts for the future. - Writing cannot be a narrative but a reflective piece. - The conclusion – Closing remarks such as to stop writing for the night.			
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			
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)					

Criteria	Question	2. Write a short story entitled "The Time-Travelling Tablet." This will be published in the technology section of your school magazine.
Task achievement and Relevance	Genre/Type	Short story
	Writer	Year 7 student/first/third person
	Audience	Readers of school magazine
	Purpose	To narrate a story about what happened while using a tablet as a time travelling device.
	Register	Semi-formal
	Indicative Content	- The title is given 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 time travelling is included in the narration and its consequences on the characters is 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, including how the main character returned to their present time. - Reward cliffhanger endings
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. - Age-appropriate adjectives and adverbs - Linking words to show sequence of events e.g., afterwards, meanwhile, etc. - Vocabulary related to time travel/technology - Descriptive language – to appeal to the senses - First or third person
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

Criteria	Question	3. Your cousin Sam who lives abroad is coming to Malta for a short holiday. Write Sam an email giving advice and suggestions on how to make this trip an unforgettable one.		
Task achievement and Relevance	Genre/Type	Informal email		
	Writer	Year 7 student		
	Audience	A cousin – Sam		
	Purpose	To give advice and suggestions about the upcoming holiday		
	Register	Informal		
	Indicative Content	- An introduction with opening remarks establishing contact with the cousin e.g., greeting, asking about cousin’s and family’s health, reference to previous email - The body paragraphs can be set out as follows: - Body 1- suggesting activities that Sam can do while in Malta - Body 2- suggesting places Sam can visit, describing and suggesting any means of transport that Sam can make use of while on the island - Body 3 – suggesting activities that can be done together - Conclusion – ending the email appropriately		
Grammar and Vocabulary	Language	- Appropriate use of the first and second 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		
Organisation and Linking	Layout	The following email conventions need to be included:<table><tr><td>Dear Sam,</td></tr><tr><td>Your cousin,/Warm regards, Name</td></tr></table> The layout may include: - Salutation - Opening Remarks - At least 2/3 body paragraphs - Closing Remarks - Signing off	Dear Sam,	Your cousin,/Warm regards, Name
Dear Sam,				
Your cousin,/Warm regards, Name				

	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