


DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Annual Examinations for Primary Schools 2024
SPECIMEN PAPER

Year 6 **ENGLISH** **MARKING SCHEME**

LISTENING **(20 MARKS)**

Listening Task 1		8 marks																						
1.		½ mark each	2 marks																					
2.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 5%;"></th> <th style="width: 15%;">True</th> <th style="width: 15%;">False</th> </tr> </thead> <tbody> <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> </tbody> </table>		True	False	a.		✓	b.		✓	c.	✓		d.	✓		e.		✓	f.	✓		½ mark each	3 marks
	True	False																						
a.		✓																						
b.		✓																						
c.	✓																							
d.	✓																							
e.		✓																						
f.	✓																							
3.	a. 25cm b. 140 kg c. 800	1 mark each	3 marks																					
Listening Task 2		12 marks																						
1.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 5%;"></th> <th style="width: 15%;">True</th> <th style="width: 15%;">False</th> </tr> </thead> <tbody> <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> </tbody> </table>		True	False	a.	✓		b.		✓	c.	✓		d.	✓		e.	✓		f.		✓	½ mark each	3 marks
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2.	1. a 2. b 3. a 4. b 5. c	1 mark each	5 marks																					
3.	a. psychologist – anaesthetist b. high-risk – successful	½ mark each ½ mark each	1 mark 1 mark																					
4.	B - D	1 mark each	2 marks																					

READING

(30 MARKS)

Reading Task 1				10 marks	
1.		True	False	½ mark each	3 marks
	a.	✓			
	b.		✓		
	c.	✓			
	d.		✓		
	e.		✓		
	f.	✓			
2.	a.	centre		1 mark each	3 marks
	b.	more than			
	c.	frequently			
3.	1805	Battle of Trafalgar	1 mark each	4 marks	
	1835	The zoo at the Tower of London closes down.			
	1844	Trafalgar square opens for the public.			
	1894	Works on the Tower Bridge are completed.			
Reading Task 2				20 marks	
1.	c				1 mark
2.	d				1 mark
3.	Prey that has been turned to stone. / Seagull/bird <i>Accept similar answers.</i>				1 mark
4.	Hades – helmet of invisibility Athene – mirror-shield			½ mark each	1 mark
5.	wind-fast				1 mark
6.	There were statues of men outside of the Gorgons’ cave.				1 mark
7.	To avoid being turned into stone. / Medusa’s stare could turn him into stone./ To avoid looking straight at Medusa’s eyes. <i>Accept similar answers.</i>				1 mark
8.	He put Medusa’s head into a leather bag and closed it tight. <i>Accept similar answers.</i>				1 mark
9.	scrambled				1 mark
10.	YES , supported by the idea that Pegasus could help Perseus escape. Yes. Pegasus had wings and “spoke human words”. Yes. He told Perseus how he could save himself from the other Gorgons: “Quick, Perseus! Jump on my back. Hurry!”				1 mark
	NO , supported by the idea that Pegasus could hurt Perseus. No. The horse grew out of Medusa’s neck. No. He had just killed Medusa and her eyes could still turn him into stone.				

11.	Perseus was still wearing the invisibility helmet so they couldn't see them. Perseus had flown away on Pegasus and the sisters couldn't see them. Pegasus flew very fast, and the sisters couldn't catch up with them.			1 mark														
12.	3 – 1 – 2 – 4		½ mark each	2 marks														
13.	a. to travel to the Gorgons' lair. b. to stay invisible so that the Gorgons could not see him. c. to guide his movements behind his back.			3 marks														
14.	<table border="1"> <tr> <td></td> <td>Medusa</td> <td>Her two sisters</td> </tr> <tr> <td></td> <td>She looked pale.</td> <td>They had curved claws</td> </tr> <tr> <td></td> <td>She had a stony glance.</td> <td>They had huge yellow fangs.</td> </tr> <tr> <td></td> <td>She had snakes growing on her head instead of her.</td> <td>They had wings decorated with golden scales.</td> </tr> <tr> <td></td> <td>She was mortal.</td> <td>They were immortals.</td> </tr> </table>		Medusa	Her two sisters		She looked pale.	They had curved claws		She had a stony glance.	They had huge yellow fangs.		She had snakes growing on her head instead of her.	They had wings decorated with golden scales.		She was mortal.	They were immortals.	½ mark each	3 marks
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	She had snakes growing on her head instead of her.	They had wings decorated with golden scales.																
	She was mortal.	They were immortals.																
15.	Reference is made to one of the following: <ul style="list-style-type: none"> the title of the story 'The Winged Horse' use of magical gifts snakes growing out of Medusa's head Medusa's stony glance which could turn humans or animals into stone statues 			1 mark														

WRITING

(30 MARKS)

Writing Task 1

(10 marks)

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

Writing Task 1

(10 marks)

Students are asked to design an informational poster. Examiners are to refer to **Writing Marking Criteria for Task 1** to assess this task.

The poster 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)

The poster...			
Includes	an eye-catching headline	E.g.: Water for life; Be Water Wise, Save Water!	1 mark
Includes	words in bold for emphasis		1 mark
Gives	at least four water conservation tips	practical ideas how to save water	2 marks
Is	clear and precise		1 mark
Uses	short, complete sentences	E.g.: Close the tap when brushing your teeth.	1 mark
Uses	appropriate verb tenses	Mostly imperative mode. Negative form might be used, e.g., Do not...	1 mark
Is	attractive and easy to read		1 mark
Includes	a good range of vocabulary specific to the context	E.g.: bucket, tap, sink, bathroom, shower, water plants, watering can, hose...	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 Non-Chronological Report

Your class is working on a school project called Cities of the World. Write a report about a capital city of your choice.

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

<p>Content and relevance</p>	<ul style="list-style-type: none"> · Report gives information about a single topic: a capital city (real or imaginary). · It uses a formal tone. · Presentation makes the information easy to locate.
<p>Organisation and structure</p>	<ul style="list-style-type: none"> · Information is grouped logically into paragraphs. · The report should include these features: <ul style="list-style-type: none"> · A topic title which covers the whole subject · Introductory paragraph containing some general information about the city. · Three or more short paragraphs each focusing on a different aspect, e.g., places of interest, how to get around, where and what to eat · A concluding paragraph · May include a Did you Know? / Interesting Fact / Fun fact box. · May contain a glossary to explain technical words.
<p>Vocabulary</p>	<ul style="list-style-type: none"> · Factual language related to cities, small, big, oldest, modern, popular, narrow, tall buildings, streets, shops, museums, skyscrapers, offices, parks, bridges, typical food... · Technical vocabulary: population, located, attractions, tourists, traditional, interesting, landmarks, ancient, historical events, amenities, etc... · Words related to lexical area (Cities and Landmarks)
<p>Language Use</p>	<ul style="list-style-type: none"> · Correct use of verb tense conjugation (mostly present tense) · Written in the third person and uses third person pronouns (This is, This city is, It is known, They...) · Use of conjunctions to connect clauses, sentences and explain points, e.g., in addition to this, moreover, however, so, because, when, which...
<p>Spelling and Punctuation</p>	<ul style="list-style-type: none"> · To be assessed using the indicators in the Marking Criteria for Spelling and Punctuation.

Choice 2: Writing a letter

Write a letter to your friend Pat to tell her about your time-travel experience.

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

Content and relevance	<ul style="list-style-type: none">· Writing is in the form of a letter.· Letter recounts a time-travel experience/adventure to a time in the past.· It includes details about the period of time to which the author travelled to, how he/she is spending the days, the people he/she has met and suggests an idea how Pat can help them return back home.								
Organisation and structure	<p>The following letter conventions need to be present in the letter. Marks for missing elements are to be deducted as follows:</p> <table border="1"><tbody><tr><td>The sender's address</td><td>½ mark</td></tr><tr><td>Dear Pat,</td><td>½ mark</td></tr><tr><td>Your friend, (or any other suitable closing remark)</td><td>½ mark</td></tr><tr><td>Name only (e.g. Zac)</td><td>½ mark</td></tr></tbody></table> <p>The layout may also include:</p> <ul style="list-style-type: none">· an opening sentence establishing contact with the friend, e.g. asking about friend's health and giving reasons for writing.· a body (might comprise of 1 or more paragraphs).· a closing sentence or short paragraph to conclude the letter appropriately (e.g. ask the friend for help, ask the friend to contact her parents and say that he/she is missing them...)· signing off (Bye for now, Love, Lots of love, Take care...).	The sender's address	½ mark	Dear Pat,	½ mark	Your friend, (or any other suitable closing remark)	½ mark	Name only (e.g. Zac)	½ mark
The sender's address	½ mark								
Dear Pat,	½ mark								
Your friend, (or any other suitable closing remark)	½ mark								
Name only (e.g. Zac)	½ mark								
Vocabulary	<ul style="list-style-type: none">· Words related to lexical area (Ancient Civilizations)								
Language Use	<ul style="list-style-type: none">· Descriptive language to describe the location, the lifestyle, the people at that time...· A variety of adjectives and adverbs· Linking words to link ideas (While, During, In the meantime...)· Correct use of verb tense conjugation (mostly the present continuous)· Contractions are to be accepted.								
Spelling and Punctuation	<ul style="list-style-type: none">· 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 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 Very poor choice of expression and inaccurate
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 hardly any use of punctuation (10 or more different mistakes)