


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: #e0e0e0;"> <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: #e0e0e0;"> <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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f.		✓																						
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.		Medusa	Her two sisters	½ mark each	3 marks
		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.		
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 2

(20 marks)

Students are asked to write an adventure story. Examiners are to refer to **Writing Marking Criteria for Task 2** to assess this task.

N.B. When assessing **content and relevance**, remember that a story should include:

- narrative structure (opening, build-up, dilemma, resolution and ending)
- narrative elements (setting, characters, point of view and dialogue)



Writing Marking Criteria for Task 1

(10 marks)

	2	1	0
Content and Relevance	The poster fully satisfies the requirements of the task. It is clear, precise and includes 4 water conservation tips.	The poster addresses some of the requirements of the task. It includes 3 or 2 water conservation tips.	The poster is unrelated to the task requirements. It includes 1 or no tips.
Organisation and Structure	Poster includes an eye-catching headline. Tips are presented neatly. It is attractive and easy to read.	Poster lacks some features but is still fairly readable and shows some organisation.	Format of a poster is not adhered to. There is no attempt to organise the information neatly. Poster is difficult to read.
Vocabulary	Vocabulary is wide-ranging and topic-related and suits the audience and purpose.	Vocabulary is limited and mostly inaccurate for the purpose and audience	Vocabulary is inappropriate and inaccurate throughout.
Language Use	Sentences start in different ways, vary in length and express a complete thought. Sentence structure is accurate.	Sentences are basic but complete. Sentence structures sometimes cause difficulties for the reader.	Sentences are incomplete and include many errors.
Spelling and Punctuation	There are no spelling or punctuation mistakes.	1-4 spelling or punctuation mistakes	5 or more spelling or punctuation mistakes

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)