



# **Markscheme**

**May 2025**

**Language acquisition – Capable level English**

**On-screen examination**












20 pages



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The following are the annotations available to use when marking responses.

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Omission			Highlight – Highlight tool	
	Incorrect Point			L – Language	
DET	DET – Relevant detail			On Page Comment – On page comment tool	Alt + 0
DEV	DEV – Development	Alt + 1		QuestionMark – Unclear	
	Ellipse – Ellipse tool			SEEN_Small – Seen	
EXC	Excellent Point – Excellent Point			Tick Colourable	
GA	GA – Good Analysis			V Wavy – Vertical wavy line	
GEXA	GEXA – Good Example				
GEXP	GEXP – Good Explanation				
GM	GM – Grammar				
	H Wavy – Wavy underline too				

**Marking guidelines**

- Recommendations for question word counts and timings are advisory only. Candidates should not be penalized if they exceed or fall short of advisory word counts, unless the quality of the response is affected, *eg*, by a lack of development of ideas / analysis etc.
- Where there are examples of answers in the scoring scheme, this is indicative content representing what is required to reach the maximum for that level.
- Use of a '/' indicates alternative acceptable points and not a list of expected responses. This is not a list of expected answers.
- Use of brackets indicates additional detail that is not required for the mark.
- Please note that spelling errors should not impact the marks awarded in any part of the examination.

Task 1 – Questions 1 – 2

Task	Question	Target answer	Accept	Do not accept	Marks
1	1a	<p>Examples:</p> <ul style="list-style-type: none"> <li>• School is also a place where all should feel welcome/build supportive relations/build friendships.</li> <li>• Students should not be treated differently/being left out.</li> <li>• Students should not be discriminated against for having a disability/different learning speeds/speaking a different language/different background.</li> <li>• Teachers should be able to serve all students.</li> <li>• Teachers should be able to serve students' diverse needs.</li> <li>• Education is strongest when embracing inclusion.</li> <li>• Help students become caring and principled.</li> </ul>	<p><b>[1]</b> for each correct example from the video</p> <p>Proper example/statement from the video. Example: "everyone has the right to an education and rise for the challenge"</p>	<p>Personal opinion</p> <p>Examples not based on the video.</p> <p>General/broad/brief answer i.e. "A chance in school"/"students have different learning speed"</p> <p>Only restating the question: "this video is a promotional video rather than an education video".</p> <p>Example: School is where we take our first step on our journey.</p>	2
	1b	<p>Characteristics of an inclusive school:</p> <ul style="list-style-type: none"> <li>• Education for all/ Everyone has the right to education or learn/ Equal opportunities for all students.</li> <li>• Everyone has the right to rise to the challenge.</li> <li>• Everyone feels welcomed/valued/safe.</li> <li>• Teachers create a positive classroom culture/serve students' diverse needs.</li> </ul>	<p><b>[1]</b> for each characteristic from the video</p> <p>Paraphrasing is allowed if it contains words from the video</p>	<p>Personal opinion</p> <p>Characteristics not mentioned in the video.</p> <p>Only one-word answer without any explanation. Example:</p>	3

		<ul style="list-style-type: none"><li>● The school offers a flexible, creative, and relevant curriculum.</li><li>● Students become caring and principled.</li><li>● Build communities that are grounded/supportive OR students develop skills that inspire inclusion in the community</li><li>● Graduates inspire the community to become stigma-free.</li><li>● Students shouldn't be treated differently/discriminated against.</li><li>● There is no right or wrong way to be a student.</li></ul>		<ul style="list-style-type: none"><li>- Safe</li><li>- Open-minded</li><li>- Accessible</li></ul>	
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Task	Question	Target answer	Accept	Do not accept	Marks
1	1c	i) True Justification: That is why at UMS, <b>our teachers receive continuous first-class training.</b> ii) False Justification: <b>to help students become caring and principled.</b> iii) False Justification: <b>a multiplier effect</b> where each graduate inspires their entire community. iv) True Justification: <b>schedule a visit</b> with our member relation officer at 123 3456 7890.	Answer and justification must be correct for <b>[1]</b>  Justifications must be relevant and contain examples from the video.  Paraphrasing is allowed if it contains words from the video. Example: training.  Contradicting statement <b>ONLY</b> if followed by justification  Spelling errors but do not hinder comprehension.	<ul style="list-style-type: none"> <li>Justification that is not taken from the video</li> <li>Personal opinion.</li> <li>Contradicting statement from the actual statement. Example: The role of a teacher <b>is not</b> .....</li> <li>Paraphrasing that does NOT contain words from the video: i.e., "receive lessons" to replace the word training.</li> </ul>	4
	1d	i) specific ii) create iii) welcoming	[1] for each correct answer		3
				<b>Total</b>	<b>12</b>

Task	Question	Target answer	Accept	Do not accept	Marks
1	2a	<p>Examples:</p> <ul style="list-style-type: none"> <li>Highlights the school's <b>positive value/advantages/benefits/strength</b> to the viewer.</li> <li>Shows off the <b>school's facilities</b> to the viewer.</li> <li>The use of <b>persuasive language</b> such as: <ul style="list-style-type: none"> <li>"Inclusion is exactly what Unity Multicultural School represents".</li> <li>"Let's take a closer look at why you should enrol your child in our school".</li> <li>"At Unity MMS, we believe that education is the strongest..."</li> <li>"Enrol your child today and be a part of our transformative and supportive community!"</li> <li>"To learn more about Unity Multicultural School, and our inclusive learning environment, please visit our website".</li> <li>"Schedule a visit with our Member Relation Officer".</li> </ul> </li> </ul>	<p><b>[1]</b> for each example that shows that the video is promotional.</p> <p>Paraphrasing is allowed if it contains words from the video i.e. talk about positives of the school or List the positive side of their school.</p>	<p>Only direct quotes from the video.</p> <p>Answer related to logo and the name of the school (UMS) without relevant explanation.</p> <p>Personal opinion without referring to the video.</p> <p>General and broad answer. Example:</p> <ul style="list-style-type: none"> <li>Promoting the same thing.</li> <li>Promoting a school.</li> <li>Talks about the school and what they offer.</li> </ul>	2
	2b	B. To convince parents to enrol their child at <i>UMS</i> .	<b>[1]</b> for correct answer		1
	2c	<p>Spoken examples which show the use of language directed to parents.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>"Let's take a closer look at why <b>you should enrol your child</b> in our school".</li> </ul>	<p><b>[1]</b> for each spoken example that show the audience is parents</p> <p>Accept spoken examples that show direct address to parents/language showing benefits.</p>	<p>Only one-word answers without elaboration (example: "language", "colour", etc.).</p> <p>General/broad answer without any detail/elaboration</p>	2

		<ul style="list-style-type: none"> <li>● “<b>Enrol your child today</b> and be a part of our transformative and supportive community!”.</li> <li>● “Please visit our website to <b>schedule a visit</b> with our member officer”.</li> </ul> <p>Spoken examples which show the use of formal/benefit driven language.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● “<b>Here at UMS, we believe</b> that education is strongest when it embraces inclusion”.</li> <li>● “<b>At UMS, we offer</b> a curriculum that is flexible, creative and relevant”.</li> <li>● “<b>At Unity Multicultural School, we believe</b> there is no right or wrong way to be a student”.</li> <li>● “<b>Our teachers receive</b> continuous first-class training”.</li> <li>● “<b>Each student will develop necessary skills</b> to share... what they’ve learned about inclusion with others”.</li> <li>● “<b>Each graduate inspires</b> their entire community”.</li> <li>● “Help students become <b>caring and principled</b>”.</li> </ul>	<p>Paraphrasing is allowed if it contains words from the video.</p> <p>Reported/indirect speech/quote containing words from the video, i.e., “<i>the speaker said/mentioned/stated the benefits of enrolling your child...</i>”</p>	<p>(example: “the use of language”/register).</p> <p>Personal opinion without referring to the video.</p> <p>The same/similar answer between example 1 and 2.</p> <p>Only explanation without actual spoken examples from the video.</p>	
	2d	C. show the connection between the school values and inclusion.	[1] for correct answer		1

	<b>2e</b>	<p>Phrases:</p> <ul style="list-style-type: none"> <li>● “What our school/UMS represents.”</li> <li>● “It is here that we gain knowledge/sharpen skills/ build friendships/rise to the challenge”.</li> <li>● “We believe everyone has the right.”</li> <li>● “Our teachers receive continuous first-class training.”</li> <li>● “We help students become caring and principled.”</li> <li>● “Curriculum that is flexible, creative and relevant.”</li> <li>● “There is no right or wrong way to be a student.”</li> <li>● “Transformative and supportive community!”</li> <li>● “Able to serve students and their diverse needs”</li> <li>● “Gives equal opportunity”.</li> <li>● “Should not feel discriminated”.</li> <li>● “Make a difference”.</li> <li>● “Welcome and valued”</li> <li>● “Education is strongest”</li> </ul>	<p><b>[1]</b> for each that reflects an encouraging tone.</p>	<p>Phrases that are not taken from the video.</p> <p>Examples that refer to the intention to promote. i.e. “this is why you should enroll your child”</p> <p>Explanations without actual phrases from the video.</p>	<b>2</b>
<b>Total</b>				<b>8</b>	

**Task 2 – Questions 3 - 4**

<b>Task</b>	<b>Question</b>	<b>Target answer</b>	<b>Accept</b>	<b>Do not accept</b>	<b>Marks</b>
<b>2</b>	<b>3a</b>	C - HH believes in making sports more accessible for all students.	<b>[1]</b> for correct answer		<b>1</b>
	<b>3b</b>	B - Gaining attention for promoting inclusion in sports	<b>[1]</b> for correct answer		<b>1</b>
	<b>3c</b>	C - Making changes to sports teams to include all students	<b>[1]</b> for correct answer		<b>1</b>
	<b>3d</b>	i - F involve all students regardless of their abilities. ii - D celebrate diversity and individuality.	<b>[1]</b> for each correct answer		<b>2</b>

Task	Question	Target answer	Accept	Do not accept	Marks
2	3e	<p>i. (T)</p> <p>Justification:</p> <ul style="list-style-type: none"> <li>- We've created a <b>buddy system</b>...</li> <li>- Three fellow students who are making waves in <b>promoting inclusion</b>.</li> <li>- They will highlight the importance of <b>embracing inclusion in sports</b>.</li> <li>- Can you share a <b>specific program</b> at our school that <b>encourages inclusivity</b>?</li> <li>- We are building teams that include students with <b>all kinds of abilities and backgrounds</b>.</li> </ul> <p>ii. (F)</p> <p>Justification:</p> <ul style="list-style-type: none"> <li>- Students with diverse abilities are paired with teammates based on their <b>interests and skills</b>.</li> <li>- We are building teams that include students with <b>all kinds of abilities and backgrounds</b>.</li> </ul> <p>iii. (F).</p> <p>Justification:</p> <ul style="list-style-type: none"> <li>- Not only can we <b>improve communication and teamwork</b> on the field, but we can also <b>build lasting friendships</b> off the field.</li> </ul>	<p>Both answer and justification must be correct for <b>[1]</b></p> <p>Incomplete quotes are acceptable if they are relevant and contain words from the text.</p> <p>Paraphrasing is allowed if it contains words from the video.</p>	<p>Personal opinion</p> <p>Justification that does not support the answer.</p> <p>Justification that is not taken from the text</p> <p>Justification that is too general, i.e., "<i>help create a positive school environment.</i>"</p>	4

		<ul style="list-style-type: none"> <li>- We want to see more students, regardless of their abilities and background, having equal opportunities to <b>participate and shine in sports</b>.</li> <li>- Not just about creating opportunities but also appreciating and celebrating <b>strength and diversity</b>.</li> <li>- We want to <b>challenge stereotypes</b> and make <b>everyone feel welcome</b>.</li> </ul> <p>iv. (T). Justification: 'We can also build <b>lasting friendships</b> off the field.'</p>			
	<b>3f</b>	<ul style="list-style-type: none"> <li>i – whatever.</li> <li>ii – stand out.</li> <li>iii – value.</li> </ul>	<b>[1]</b> for each correct answer		<b>3</b>
				<b>Total</b>	<b>12</b>

Task	Question	Target answer	Accept	Do not accept	Marks
2	4a	<p>Text features:</p> <ul style="list-style-type: none"> <li>● Title.</li> <li>● Introductory paragraph about the interviewee.</li> <li>● Context paragraph detailing why, when and where the interview took place.</li> <li>● Question-and-answer format.</li> <li>● Speakers are introduced/labelled by names/initials.</li> <li>● Journalist's/host's questions are printed in bold.</li> <li>● Include photos to enhance storytelling and engage readers.</li> </ul>	<p><b>[1]</b> for each correct text feature</p> <p>Quote from the text with reasonable explanation/elaboration.</p>	<p>Text features that are not related to interview articles.</p> <p>Only quote without explanation/elaboration.</p> <p>Answer related to school logo and name of school.</p> <p>The photos/images/pictures without explanation or elaboration</p> <p>Responses that only state the presence of students answering questions without identifying textual features. (e.g., "It is an interview because three students are being interviewed/asked questions" / "The students/group of students answer questions" / "Conversation between people") without identifying textual features.</p>	2

				Language/register, i.e., informal language/tone	
<b>4b</b>	D - To highlight the importance of embracing inclusion in sports at HH	[1] for correct answer			<b>1</b>
<b>4c</b>	<p><u>Visual examples:</u></p> <ul style="list-style-type: none"> <li>● <b>Images of students</b> being interviewed/socializing/ participating in sports/students in school uniforms.</li> <li>● Images of <b>inclusive sports teams</b> at HH.</li> <li>● Images of the <b>buddy system</b> in action.</li> </ul> <p>Written examples that show informal language and contractions/Conversational tone:</p> <ul style="list-style-type: none"> <li>● "We are shaking things up,"</li> <li>● "Totally!"</li> <li>● "Isn't that great?"</li> <li>● "Yeah, for sure"</li> </ul> <p>Written examples that connects directly to student concerns/motivations:</p> <ul style="list-style-type: none"> <li>● "Feeling valued"</li> <li>● "Breaking down stereotypes,"</li> <li>● "Building lasting friendships"</li> <li>● "Everyone...can participate/thrive in sports".</li> <li>● "The field is ours".</li> <li>● "We want to see more students".</li> <li>● "Inclusive sports team help create positive environment"</li> <li>● "fellow passionate students who are making waves..."</li> <li>● "Absolutely! So, we've created a buddy system where students..."</li> <li>● "Include students with all kinds of abilities and background"</li> </ul>	<p>[1] for one visual example that shows that students are the intended audience.</p> <p>[1] for one quote that shows that students are the intended audience.</p> <p>Photograph/pictures/ images of students.</p> <p>Reported/indirect speech/quote containing words from the video, i.e., <i>"the text said/mentioned/stated/ explained the buddy system..."</i></p>	<p>Quotes unrelated to students.</p> <p>Personal opinion</p> <p>Only one word answers without elaboration (example: "language", "colour", etc.).</p> <p>General/broad answer without any detail/elaboration (example: "the use of language" OR "the use of animation").</p> <p>Only explanation without actual written examples from the text.</p>	<b>3</b>	

	4d	<p>Phrases from the text:</p> <ul style="list-style-type: none"> <li>● "The Field is Ours"</li> <li>● "We are shaking things up..."</li> <li>● "Challenge stereotypes and make everyone feel welcome."</li> <li>● "Everyone, regardless of their abilities and background"</li> <li>● "Celebrate diversity on the field"/"Celebrating the strength"</li> <li>● "Vision of a future"</li> <li>● "Equal opportunities to participate and shine."</li> <li>● "Breaking down stereotypes"</li> <li>● "Lasting friendships"</li> <li>● "Encourage inclusivity"</li> <li>● "Passionate students who are making waves".</li> <li>● "Creating opportunities"/"equal opportunities"</li> <li>● "Students are paired based on interests and skills"</li> </ul>	[1] for each phrase that shows inspirational tone	<p>One-word answer – even if they are taken from the text.</p> <p>Phrases that are not taken from the text</p>	2
				<b>Total</b>	<b>8</b>

Questions based on 1 & 2

Task	Question	Target answer	Accept	Do not accept	Marks
1&2	5a	<p>Similarities:</p> <p>Both texts mention that <b>schools should</b>:</p> <ul style="list-style-type: none"> <li>• be <b>inclusive</b> because it's important.</li> <li>• make everyone feel <b>welcome/valued</b>.</li> <li>• give students <b>equal opportunities</b>.</li> <li>• help all students <b>build friendships</b>.</li> <li>• Embrace students' <b>differences/diversity</b>.</li> <li>• Encourage students to be <b>more inclusive</b>.</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>• The video focuses on promoting inclusion in school while the text focuses on promoting inclusion in sports.</li> <li>• The video discusses training programs for teachers while the text does not.</li> <li>• The video discusses the curriculum while the text does not.</li> <li>• The written text discusses a buddy system for students while the video does not.</li> </ul>	[1] for each correct answer	<p>Do not accept:</p> <ul style="list-style-type: none"> <li>- An answer without comparison or contrast for differences.</li> <li>- An answer relating to text types.</li> <li>- An answer relating to purpose of text.</li> <li>- An answer relating to the audience.</li> <li>- An answer relating to tone.</li> <li>- Broad answers such as: similar topic about inclusion/similar thoughts about inclusion.</li> <li>- Broad answers such as: "both talk about a school" or "the video talks about a school"</li> </ul>	4

				while the text talks about sports” (without mentioning the keyword: inclusion)	
	<b>5b</b>	1. D. We want to challenge stereotypes and make everyone feel welcome. 2. F. “We improve communication and teamwork on the field, but we can also build lasting friendships off the field.”	[1] for each correct answer		<b>2</b>
	<b>5c</b>	<u>Relation to the video:</u> Both the image and the video refers to <b>inclusion/engage/achieve</b>  <u>Relation to the text:</u> Both the image and the text refers to <b>inclusion/participate/collaborate.</b>	[1] for each correct answer	Only describe the image without explaining the relation to the video and text.	<b>2</b>
				<b>Total</b>	<b>8</b>

**Task 3 – Question 6**

**Vocabulary**

To what extent does the candidate use a wide range of vocabulary?

<b>Marks</b>	<b>Descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	The candidate uses a limited range of vocabulary. Vocabulary is rarely appropriate for the task or is often repetitive or formulaic.
<b>3–4</b>	The candidate uses a basic range of vocabulary. Vocabulary is sometimes appropriate for the task.
<b>5–6</b>	The candidate uses a range of vocabulary. Vocabulary is appropriate for the task.
<b>7–8</b>	The candidate uses a wide range of vocabulary. Vocabulary is appropriate for the task, and effective.

**Grammar**

To what extent does the candidate use grammatical structures accurately?

<b>Marks</b>	<b>Descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	The candidate uses a limited range of grammatical structures with many errors which often hinder communication.
<b>3–4</b>	The candidate uses a basic range of grammatical structures with some errors which often hinder communication.
<b>5–6</b>	The candidate uses a range of grammatical structures with a few errors which do not hinder communication.
<b>7–8</b>	The candidate uses a wide range of grammatical structures generally accurately.

**Organization**

To what extent does the candidate organize information effectively and coherently?

<b>Marks</b>	<b>Descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	The candidate organizes some information in a recognizable format using some basic cohesive devices.
<b>2</b>	The candidate organizes information in a recognizable format using a range of basic cohesive devices.
<b>3</b>	The candidate organizes information in an appropriate format using simple and some complex cohesive devices.
<b>4</b>	The candidate organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices.

### Communication

To what extent does the candidate communicate information with a sense of audience and purpose?

<b>Marks</b>	<b>Descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	The candidate communicates limited relevant information with little sense of audience and purpose to suit the context.
<b>2</b>	The candidate communicates some relevant information with some sense of audience and purpose to suit the context.
<b>3</b>	The candidate communicates most relevant information with a sense of audience and purpose to suit the context.
<b>4</b>	The candidate communicates almost all the required information with a clear sense of audience and purpose to suit the context.