

Markscheme

May 2025

Language acquisition – Proficient level English












On-screen examination

22 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>Main Message: Reach provides support/learning opportunities/equitable practices for all students/children so they can succeed/achieve.</p> <p>Examples:</p> <ul style="list-style-type: none"> • We provide opportunities for your child to learn/grow/achieve. • We are raising academic standards for all students at Reach High to ensure graduates are ready to compete. • Students require varying support to thrive. • Students receive 83% more support than at traditional schools. • ensure that students' basic needs are being met so they can be successful. • Equity looks like: A champion for every student/A supportive community/Equal opportunity to succeed for every child/All the necessary resources to meet every student's needs • We strive for equitable academic and intellectual support. • This additional academic support provides students with an extra boost • We have seen a 32% increase in attendance and an 18% increase in grades since beginning our community programme. | <p>[1] for correct main message</p> <p>[1] for spoken example that supports the main message</p> <p>Accept correct example even if main message is incorrect.</p> | <p>Written example from the video (logo, graphics) e.g. "Not all support is found with a textbook or a computer."</p> <p>Description of purpose rather than main message e.g. "The main message is to persuade/inform that Reach provides support..."</p> <p>Minor details rather than main message e.g. "Reach is unique for having a Community Coordinator..."</p> <p>Examples that do not support the main message</p> <p>Personal opinion</p> | 2 |
| | 1b | <p>i. TRUE</p> <p>Justification: "ensure graduates are ready to compete with students from around the world" in the work force and at university.</p> | <p>Both answer and justification must be correct: [1]</p> | <p>Personal opinion</p> <p>Justification that does not support the answer</p> | 4 |

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| | <p>ii. FALSE -</p> <p>Justification: "83% more supported than at a traditional school"</p> <p>Or</p> <p>"This type of service is not found at any other school."</p> | <p>Similar justification but must contain relevant words from the video.</p> | <p>Justification that is not taken from the video</p> <p>If neither True nor False are selected [0], even if justification is correct.</p> | |
| | <p>iii. TRUE</p> <p>Justification: "Community Coordinator who liaises with teachers, families and community"</p> | | | |
| | <p>iv. FALSE</p> <p>Justification: "not found at any other school"/"unique"</p> | | | |

| Task | Question | Target answer | Accept | Do not accept | Marks |
|------|----------|---|--|--|-----------|
| 1 | 1c | Possible examples: <ul style="list-style-type: none"> • a champion for every student • a supportive community • equal opportunities to succeed for every child • all the necessary resources to meet every student's needs • Free breakfast program and affordable lunch options • Parents/families are also listened to and supported to meet their various needs. • "Reach Out and Teach/additional academic support/ provides students with an extra boost • "Extended Reach"/students to attend classes of their interest/online classes provide more opportunities... • "Reach to Work"/ traditional classroom and internship blended programme/ provides students with hands-on experience from real-life training • medical camps to extend subsidized or sponsored medical services | [1] for each example that shows equitable practices | Definition of equity | 2 |
| | 1d | i. collaborated ii. funded | [1] for each correct answer | Answers cannot be in a different order | 2 |
| | 1e | Possible reasons: <ul style="list-style-type: none"> • time • resources • accessibility | [1] for each correct reason Accept correct reasons even if they are both stated in one box and the other box is empty or incorrect. | | 2 |
| | | | | Total | 12 |

| Task | Question | Target answer | Accept | Do not accept | Marks |
|------|----------|---|--|---|-------|
| | 2a | <p>Purpose:</p> <ul style="list-style-type: none"> Persuade/convince/encourage parents to enrol their child in Reach Promote/advertise the school <p>Examples:</p> <ul style="list-style-type: none"> Use of statistics <ul style="list-style-type: none"> “83% more supported” “32% increase in attendance” “18% increase in grades” Call to action/exclamatory/superlatives <ul style="list-style-type: none"> “Come be a part of our community!” “Please visit our website” pronouns/emotive language <ul style="list-style-type: none"> “not found at any other school in the region” “Your child...” Parent testimonial <ul style="list-style-type: none"> “Reach is a school that will go the extra mile...” “Reach High...so much more than a school” | <p>[1] for correct purpose</p> <p>[1] for each correct example that shows the purpose is to persuade/persuasive language</p> <p>Accept bolded words</p> <p>Accept similar examples from the video that support the purpose</p> <p>Accept correct example even if purpose is incorrect</p> <p>Accept bolded words</p> | <p>To Inform/to educate</p> <p>One word answers e.g. ‘To persuade’</p> <p>General examples: e.g. ‘use of statistics’, ‘call to action’, ‘emotive language’, ‘parent testimonials’</p> | 2 |
| | 2b | <p>Visual Examples:</p> <ul style="list-style-type: none"> Parents enrolling their child Parents meeting with counsellor and their child Child and dad hugging at graduation Graphics at end with parent and student testimonials “Reach is a school that will go the extra mile for your child.” Informational slide with how to enrol a child in the fall semester. “Reach high...so much more than a school” | <p>[1] for one visual example that shows that parents are the intended audience</p> <p>[1] for one spoken example that shows that parents are the intended audience</p> <p>Accept spoken examples that show direct address to parents/language showing benefits</p> | <p>Examples unrelated to parents</p> <p>Personal opinion</p> <p>Only one word answer without elaboration (e.g. “opinions”, “parents”, “testimonials” etc.).</p> | 2 |

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|--|------------------|--|---|---|-----------------|
| | | <p>Spoken Examples:</p> <ul style="list-style-type: none"> • Language addressed to parents: <ul style="list-style-type: none"> ○ We provide opportunities for your child... ○ Come be a part of our community • Formal/professional language <ul style="list-style-type: none"> ○ "Students who attend Reach are 83% more supported than at a traditional school." ○ "We strive to make sure all students feel supported academically as well as intellectually" • Specific information about the school programs/benefits <ul style="list-style-type: none"> ○ "This type of service is not found at any other school in the region." ○ "We are raising academic standards for all students at Reach High" ○ "provides students with an extra boost they need in an area they are struggling" ○ "Equal opportunities to succeed for every child" ○ Families are not only actively involved.../they are also listened to and supported to meet their various needs. ○ Reach is unique for having a Community Coordinator who liaises with teachers, families, and the community | | <p>General/broad answer without any detail/elaboration e.g. "the graphic shows positive statements."</p> | |
| | <p>2c</p> | <p>Phrases:</p> <ul style="list-style-type: none"> • At Reach, we are more than just a school, we are a community. • We provide opportunities | <p>[1] for each correct phrase that reflects an encouraging tone Accept bolded words</p> | <p>Written example from the video (logo, graphics)</p> | <p>2</p> |

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| | | <ul style="list-style-type: none"> We are raising academic standards for all receive 83% more support Reach is unique ensure that students' basic needs are being met listened to and supported 32% increase in attendance we strive for equitable academic and intellectual support. Ensure graduates are ready to compete... Come be a part of our community! | | <p>e.g. "Reach High...so much more than a school."</p> <p>Neutral phrases e.g. "...which is a traditional classroom"</p> <p>Phrases that are not taken from the video.</p> | |
| | 2d | <p>Role 1: To /illustrate/emphasize/what is being said in the video. Examples:</p> <ul style="list-style-type: none"> A school with equity at its heart. Reach High...so much more than a school. Not all support is found in a textbook or with a tutor. "Reach is a school that will go the extra mile for your child." <p>Role 2: To /illustrate/emphasize details about the speakers. Examples:</p> <ul style="list-style-type: none"> Showing the name and function of the speaker Dr. Kay Bennet, Head of School Mr. Rory Glasgow, Reach Community Coordinator Ms Lynette Coles, Reach Biology/Chemistry Teacher | <p>[1] for one correct role [1] for one correct example</p> <p>Accept 'show/demonstrate/make clear' and other synonyms for bolded words.</p> <p>Accept correct example stated in the first box, even if the second box is empty or incorrect.</p> | <p>Examples from spoken text</p> <p>General descriptions of the role of graphics that do not refer to the video</p> <p>e.g. "to emphasize what is being said." Or 'to engage the viewer.'</p> | 2 |

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| | | <p>Role 3: To convince/encourage/persuade parents/viewers to send their children to Reach.</p> <p>Examples:</p> <ul style="list-style-type: none">• positive testimonials from parents and students.• "Reach is a school that will go the extra mile for your child."• "I was able to strengthen my understanding in math and apply it in a realistic setting."• "I'd like to thank Reach for giving me the chance to explore all my options." | | | | |
| | | | | | <p>Total</p> | <p>8</p> |

Task 2 – Questions 3 - 4

| Task | Question | Target answer | Accept | Do not accept | Marks |
|------|----------|---|---|---|-------|
| 2 | 3a | <p>Main message: Equity/Diversity/multiculturalism should be promoted/is important in the classroom/school.</p> <p>Quote:</p> <ul style="list-style-type: none"> • “Scientists have shown that socially diverse groups are more innovative than homogenous groups.” • “Diversity in a classroom helps students appreciate different perspectives and interact with their peers on a social level, • “Diversity... equipping them with skills they will use for the rest of their lives.” • “It is important for teachers to incorporate culturally responsive instruction in the classroom to cater for the needs of all learners.” • “Ways teachers and administrators can promote diversity and multiculturalism in a classroom.” • “How to promote equity in a multicultural classroom.” | <p>[1] for correct main message</p> <p>[1] for correct quote</p> <p>Accept correct quote even if main message is incorrect.</p> | <p>Description of purpose rather than main message e.g. “The main message is to inform about how equity is important in the classroom.”</p> <p>Details rather than main message e.g. “Teachers should embrace vertical equity rather than horizontal equity.”</p> <p>Topics instead of main message. e.g. “Equity in schools.”</p> <p>Quotes that do not support the main message</p> <p>Personal opinion</p> | 2 |

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| | <p>3b</p> | <p>i. False Justification: "Scientists have shown that socially diverse groups are more innovative than homogenous groups.</p> <p>ii. False Justification: "Diversity in a classroom helps students interact with their peers on a social level"</p> <p>iii. True Justification: "Diversity is inclusion of all persons regardless of racial and ethnic background/nationality/gender identity/sexual orientation/religious affiliation/ability/age/ socioeconomic status".</p> <p>iv. True Justification: "Teachers should embrace vertical equity which recognises the provision of individual resources to meet specific needs." Or Instead of focusing on horizontal equity..., teachers should embrace vertical equity.</p> | <p>Both answer and justification must be correct for [1]</p> <p>Incomplete quotes are acceptable if they are relevant and contain the bolded words from the text.</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>4</p> |
| | <p>3c</p> | <ul style="list-style-type: none"> • To cater for/address/support the needs of all learners. • to help students with diverse backgrounds to connect. • to establish trust/form a bond with students. | <p>[1] for correct answer from the text</p> | <p>Personal opinion</p> | <p>1</p> |
| | <p>3d</p> | <p>School leaders must hire diversely/have diverse staff to expose students to different ideas and teaching styles.</p> | <p>[1] for correct answer from the text</p> | <p>Personal opinion</p> | <p>1</p> |

| Task | Question | Target answer | Accept | Do not accept | Marks |
|------|----------|---|--|---------------------------------------|-----------|
| 2 | 3e | Ways: <ul style="list-style-type: none"> • By using literature from other cultures in their lesson plans/assignments. • By inviting guest speakers. | [1] for each correct way to reevaluate teaching material mentioned in the text Accept correct ways even if they are both stated in one box. | Personal opinion | 2 |
| | 3f | i. educators to address diverse learning needs ii. students to explore unfamiliar ideas. | [1] for each correct answer in the correct order | Mismatched subjects to the statements | 2 |
| | | | | Total | 12 |

| Task | Question | Target answer | Accept | Do not accept | Marks |
|------|----------|--|--|--|-------|
| 2 | 4a | Text features: <ul style="list-style-type: none"> Title/Heading introductory paragraph sub-titles/sub-heading Home/About buttons Clickable/interactive boxes/images Images and graphics Clickable arrow/next page | [1] for each correct text feature Accept correct text features even if they are both stated in one box and the other box is empty or incorrect. | Text features not related to online articles | 2 |
| | 4b | Purpose To inform/show/explain/raise awareness about Teachers/administrators/school leaders or To inform/show/explain/raise awareness about: <ul style="list-style-type: none"> advantages of equity/diversity multiculturalism. how to embrace multiculturalism and diversity in the classroom. the importance of equity/multiculturalism/diversity in the classroom. how to promote diversity in the classroom. Examples: <ul style="list-style-type: none"> Educational researchers define diversity... Scientists have shown socially diverse groups are more innovative than homogenous groups It is more important than ever for teachers to incorporate culturally responsive instruction in the classroom School leaders hiring diversely exposes students to different ideas. Diverse literature helps students from different backgrounds to personally connect. | [1] for correct purpose [1] for correct example that supports the purpose to inform/informative language Accept other synonyms for inform e.g. to provide key information about/to suggest ways/ to give helpful tips/to educate/ to illustrate Accept correct example even if purpose is incorrect | To promote/persuade One word answers e.g. 'To inform' | 2 |

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|----|--|---|---|---|--|
| | | <ul style="list-style-type: none"> • Knowledge of diverse concepts exposes the class to unfamiliar concepts. • Strategies to promote equity in the multicultural classroom • What is diversity? • How to promote diversity in the multicultural classroom | | | |
| 4c | <p>Visual examples:</p> <ul style="list-style-type: none"> • All images show teachers/educators: <ul style="list-style-type: none"> • Image of teacher supporting diverse students • Image of teacher giving instruction • Image of a teacher with a magnifying glass • Banner at the top: Future Teach <ul style="list-style-type: none"> • shows a diverse group of teachers <p>Possible quotes:</p> <ul style="list-style-type: none"> • “Teachers knowing their students’ cultural background, hobbies and learning style will help establish trust and form a bond with them.” • ‘Teachers should Re-evaluate teaching materials by using literature from other cultures in their lesson plans and assignments.’ • ‘Educators could address diverse learning needs by differentiating their teaching strategies to cater for varying abilities.’ | <p>[1] for one visual example that shows that teachers are the intended audience</p> <p>[1] for one quote that shows that teachers are the intended audience</p> <p>Incomplete quotes are acceptable if they are relevant and contain the bolded words from the text.</p> | <p>Quotes unrelated to teachers: e.g. “In our increasingly diverse and multicultural society”</p> <p>Explanation or paraphrase rather than quote: e.g. ‘The text gives information about the importance of equity in the classroom.’</p> <p>Personal opinion</p> <p>General/broad answer without any detail/elaboration e.g “the use of language” OR “the use of animation”).</p> | 2 | |

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| | | <ul style="list-style-type: none"> • ‘Teachers can acknowledge/respect every Student by encouraging them to research and present about family traditions and culture.’ • ‘Educators could address diverse learning needs...’ • Teachers should embrace vertical equity...” • “How to promote equity in the multicultural classroom.” | | | |
| | 4d | <p>Phrases that show professional tone:</p> <ul style="list-style-type: none"> • “diverse groups are more innovative than homogeneous groups” • “Educational researchers define...” • “appreciate different perspectives” • “equipping them with skills” • “define diversity as inclusion of all persons” • “increasingly diverse and multicultural society” • “incorporate culturally responsive instruction” • “focusing on horizontal equity” • “embrace vertical equity” • “provision of individual resources” | [1] for each phrase that shows professional tone | <p>Informal phrases</p> <p>Phrases that are not taken from the text.</p> <p>Phrases that do not show professional tone:</p> <p>e.g. “for the rest of their lives”, “more important than ever”, “this safe place...”</p> | 2 |
| | | | | Total | 8 |

Questions based on 1 & 2

| Task | Question | Target answer | Accept | Do not accept | Marks |
|------|----------|--|---|--|--|
| 1&2 | 5a | <p>Similar:</p> <ul style="list-style-type: none"> They both discuss equity in the classroom. They both discuss the importance of equity for student success. They both discuss teaching strategies to meet students' needs. Both mention how families/ parents are involved in the provision of equity. Both encourage student/peer teaching/ presentation. Both discuss developing skills for the future. <p>Different:</p> <ul style="list-style-type: none"> The video discusses strategies for equity used in a specific school while the text recommends equity strategies for all schools. The text focuses on strategies involving equity in the classroom whereas the video involves the wider-community/ restaurants/ grocery stores/medical camps The video describes equity while the text explains the difference between horizontal and vertical equity. The video focuses on equity, while the text focuses on equity along with diversity/multiculturalism. | <p>[1] for each correct example that shows a similarity in the discussions of equity in the video and the text</p> <p>[1] for each correct example that shows a difference between the discussions of equity in the video and the text</p> <p>Accept similar examples that show similarities or differences in the discussions in the video and the text.</p> <p>Similarity: Both show importance of equity to the development of a student</p> | <p>Comparisons of conventions such as text-type, purpose, audience, tone, or use of graphics or images.</p> <p>Do not accept: differences without contrast.</p> <p>Do not accept: "...while the video/text does not."</p> <p>"...as mentioned in the video/text.</p> | 4 |
| | 5b | <u>Relation to the video:</u> | | | Do not accept answers that do not |

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| | <p>The video relates to the quote as it discusses how students are given support/taught according to their needs.</p> <p><u>Examples from the video:</u></p> <ul style="list-style-type: none"> • Understanding that, like plants, students too require varying support to thrive. • Students who attend Reach receive 83% more support than at traditional schools. • Coordinator who liaises with teachers/families/community to ensure that students' basic needs are being met so they can be successful. • Equal opportunities to succeed for every child • All the necessary resources to meet every student's needs • The "Reach Out and Teach" program gives additional academic support/provides students with an extra boost they need in an area they are struggling with. • The "Extended Reach" programme allows our students to attend classes of their interest. • [image] Students are studying through real life job experiences • [image] Students meet with counsellor for support/advice | <p>[1] for explanation that shows the relationship between the quote and the video.</p> <p>[1] for correct example from the video</p> <p>[1] for explanation that shows the relationship between the quote and the text</p> <p>[1] for correct example from the text</p> <p>Accept correct relationships between quote, video and text even if they are stated in one box.</p> | <p>include teaching/support to meet students' needs.</p> | |
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| | | <p><u>Relation to text:</u></p> <ul style="list-style-type: none"> This quote relates to the text as the text shows what teachers should do to meet students' learning needs <p><u>Examples from the text:</u></p> <ul style="list-style-type: none"> Teachers should incorporate culturally responsive instruction in the classroom teachers should embrace vertical equity/provision of individual resources to meet specific needs. Teachers should Re-evaluate teaching materials by using literature from other cultures to help students with diverse backgrounds Teachers could invite guest speakers to add varying points of view Educators could address diverse learning needs/cater for varying abilities by differentiating their teaching strategies Teachers knowing their students' cultural background/hobbies/learning style will help to establish trust/form a bond with them. Images showing diverse students receiving support | | | |
| | | | | Total | 8 |

Task 3 – Question 6

Vocabulary

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

| Marks | Descriptor |
|--------------|--|
| 0 | The work does not reach a standard described by the descriptors below. |
| 1–2 | The candidate uses a limited range of vocabulary. Vocabulary is rarely appropriate for the task or is often repetitive or formulaic. |
| 3–4 | The candidate uses a basic range of vocabulary. Vocabulary is sometimes appropriate for the task. |
| 5–6 | The candidate uses a range of vocabulary. Vocabulary is appropriate for the task. |
| 7–8 | 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?

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

Organization

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

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

Communication

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

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