

# Qualifying Exam for SLSE Feb 2026 Marking Scheme

If candidates write 1-5 words more or less = deduct ½ mark

If candidates write 11-15 words more or less = deduct 1½ mark

If candidates write 6-10 words more or less = deduct 1 mark

If candidates write 16-20 words more or less = deduct 2 marks

Long Writing	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically
<b>40 marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 - 0</b>
<b>Task achievement (content, relevance, text type features) (5 marks)</b>	<ul style="list-style-type: none"> <li>Task is achieved in full</li> <li>Content is completely relevant</li> <li>Text type features are entirely appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is achieved quite well</li> <li>Content is mostly relevant</li> <li>Text type features are mostly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is achieved in part</li> <li>Content is not always relevant</li> <li>Text type features are not always appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is hardly achieved</li> <li>Content is under-developed</li> <li>Text type features are minimally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is not achieved</li> <li>Content is irrelevant</li> <li>Text type features are not appropriate</li> </ul>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 - 0</b>
<b>Organisation and Linking (Coherence and Cohesion) (5 marks)</b>	<ul style="list-style-type: none"> <li>Structure and organise their writing in a cogent manner</li> <li>Cohesive devices are varied and link together well</li> </ul>	<ul style="list-style-type: none"> <li>Structure and organise their writing into a coherent prose</li> <li>Cohesive devices are quite varied and generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph and sentence structure are fairly correct though unambitious</li> <li>Cohesive devices are rather limited</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph and sentence structure show lack of control</li> </ul>	<ul style="list-style-type: none"> <li>No attempt to structure and organise their writing</li> </ul>
	<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 0</b>
<b>Grammar and accuracy (10 marks)</b>	<ul style="list-style-type: none"> <li>Varied and accurate grammatical structures and syntax</li> <li>Excellent choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate grammatical structures and syntax</li> <li>Quite varied grammatical structures</li> <li>Good choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are rather basic and sometimes inaccurate</li> <li>Adequate choice of expression but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are limited and mostly inaccurate</li> <li>Limited choice of expression and with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are inaccurate</li> <li>Very poor choice of expression and inaccurate</li> </ul>
	<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 0</b>
<b>Vocabulary and Register (10 marks)</b>	<ul style="list-style-type: none"> <li>Wide-ranging and appropriate vocabulary</li> <li>Good use of register</li> </ul>	<ul style="list-style-type: none"> <li>Good range and appropriate vocabulary</li> <li>Appropriate use of register</li> </ul>	<ul style="list-style-type: none"> <li>Choice of vocabulary is unambitious and sometimes inaccurate</li> <li>Adequate use of register but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary, possibly seen in the repetition of words</li> <li>Not sensitive to the choice of register</li> </ul>	<ul style="list-style-type: none"> <li>Very limited and inappropriate choice of vocabulary</li> <li>Register is ignored</li> </ul>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 - 0</b>
<b>Punctuation (5 marks)</b>	Accurate use of punctuation	Good use of punctuation	Adequate use of punctuation but some errors	Punctuation use is rather poor	Punctuation use is very poor
<b>Spelling (5 marks)</b>	Spelling is accurate. 0 mistakes = 5 marks	Spelling of low-frequency words mostly accurate.  1-2 mistakes = 4½ marks 3-4 mistakes = 4 marks	Spelling of low-frequency words fairly accurate.  5 mistakes = 3½ marks 6 mistakes = 3 marks	Spelling of low-frequency words fairly accurate.  7 mistakes = 2½ marks 8 mistakes = 2 marks	Spelling of low-frequency and high-frequency words mostly inaccurate.  9 mistakes = 1 mark • 10 mistakes = ½ mark • 10+ mistakes = 0 marks



Underline the correct answer in questions 1-4.

(1 x 4 = 4 marks)

1. In which section of a website would you find this article?

- a. **Education**
- b. Technology
- c. Travelling

2. The main purpose of this article is to

- a. explain why empathy is more important than academic subjects.
- b. describe Denmark's approach to teaching empathy in schools.**
- c. argue that social media is the cause of disconnection among children.

3. Which title would best fit this article?

- a. How Denmark Is Raising Kinder, Happier Kids**
- b. Why Technology Is Making Kids Less Empathetic
- c. The Science Behind Emotional Intelligence in Adults

4. People interested in this text are most likely

- a. school administrators looking to reform curricula
- b. students seeking tips to improve academic performance
- c. parents interested in raising empathetic children**

5. a. What is the extraordinary thing that Denmark has done?

(1 mark)

**It's made empathy a core subject in schools.**

b. Why is the term 'class time' (line 5) appropriate?

(1 mark)

Accept **ONE** from the following:

The term "**class time**" (or *Klassens tid* in Danish) is appropriate because it reflects the nature and purpose of these sessions:

- **Inclusive and routine:** It's scheduled as a regular part of the school day, just like math or science, signalling that empathy is a core subject rather than an optional activity.
- **Focus on the class community:** The sessions are designed for the whole class to share challenges, listen, and collaborate, making "class time" an accurate description of a collective, classroom-centred activity.
- **Non-academic but essential:** The term avoids sounding overly formal or clinical; instead, it conveys a warm, approachable period dedicated to social-emotional learning.

6. Are the following statements True or False? Underline the correct answer and give a reason from the text. (8 marks)

a. Empathy education in Denmark started in recent years / in the last ten years.

True / **False** because **since 1993**

b. Empathy is part of mainstream education in Denmark.

**True** / False because **for children 6-16 / it has been part of the National Curriculum**

c. Students can choose to attend empathy education classes.

True / **False** because **compulsory**

d. Empathy education classes are held regularly at school.

**True** / False because **weekly**

e. Denmark is giving more importance to empathy education than maths.

True / **False** because **skills as vital as math**

f. According to research, empathy is a talent you are born with.

True / **False** because **a life skill** that research shows **can be taught**

g. Neuroscience provides strong evidence for the benefits of empathy training. **True** /

False because **confirms**

h. Developing emotional intelligence is the starting point for building social skills. **True** /

False because the **foundation for resilience, cooperation, and strong relationships.**

7. A. Underline the correct answer. Sympathy (means the same as, **has a different meaning to**, is the opposite of) empathy. (1 mark)

b. Explain your answer. (1 mark)

When you are sympathetic, you may feel sorry for your child. Even though you may care deeply for them, sympathy may lead you to look down on your child **instead of trying to understand or connect with them.**

8. In between 50 to 60 of your own words, summarise the positive impact of empathy education in Denmark found between lines 20-37. (10 marks)

<b>SUMMARY: 10 MARKS</b>			
<b>Identification of three (or more) salient points*</b>			
<b>1 mark for each point mentioned (3 marks)</b>			
<b>1 mark for using own words (3 marks)</b>			
	<b>2</b>	<b>1</b>	<b>0</b>
<b>Accuracy</b> <b>2 marks</b>	Grammatical structures and syntax are accurate.	Grammatical structures and syntax are mostly accurate.	Grammatical structures are limited and mostly inaccurate.
<b>Organisation &amp; Structure</b> <b>2 marks</b>	Writing is well organised and structured in a paragraph. A topic sentence is included.  Good use of linking words.	Writing is adequately organised and structured in a paragraph. A topic sentence is included.  Adequate use of linking words.	Writing is poorly organised and unstructured. No topic sentence is included.  Few or no linking words.

Accept the following *THREE* salient points for this one-part summary.

Topic sentence: e.g., The text mentions different ways how empathy education has had a positive effect in Denmark.

1. **Only 6.3% of Danish students experience regular bullying, among the lowest rates in Europe**, as a result of focusing on empathy in education.
2. Students report **higher happiness and life satisfaction** than their peers in most countries.
3. Teachers say classrooms feel **more cooperative, less competitive**, and students show greater emotional maturity. By making empathy part of the curriculum, Denmark has created a culture of cooperation, not competition. Instead of "who's best," students focus on "how can we help each other succeed?"

*1 mark is to be deducted from the total if the summary is shorter than 50 or longer than 60 words. No marks are to be awarded for organisation and structure unless at least 2 of the salient points are included.*

9. Give two examples how Denmark teaches empathy according to the text.

( $\frac{1}{2} \times 2 = 1$  mark)

Accept any **TWO** of the following:

During weekly empathy sessions, teachers guide students to:

1. **Share challenges** they're facing (academic or personal).
2. **Listen to one another's stories** without interruption or judgement.
3. **Collaborate on solutions** as a class.
4. **Reflect on how others might feel** in different situations.

10. What does the writer mean by “Danish students learn to value kindness as much as achievement, a hallmark of the country’s education philosophy...” (lines 46-48)?

(1 mark)

The writer means that Denmark’s education system **places equal importance** on kindness and empathy as it does on academic achievement (½ mark). This **reflects a philosophy / is a typical feature** that success in education is not only about grades or competition but also about developing emotional intelligence, cooperation, and compassion (½ mark).

11. Lines 50-60 mention five strategies. Match these examples with the strategies by writing the strategy in the right column. (5 marks)

	Strategy
a. “Let’s work together to set the table—it’ll be faster if we do it as a team.”	<b>Encourage teamwork</b>
b. “That was so kind of you to help your sister. I’m proud of you!”	<b>Praise empathy explicitly</b>
c. “I understand you’re upset. Let’s talk about it calmly. I’m all ears”	<b>Model empathy in daily interactions / Listen actively</b>
d. “How do you think your friend felt when that happened?”	<b>Ask feeling-based questions</b>
e. “Let’s pretend you and your friend both want the same toy—what could you do?”	<b>Role-play scenarios</b>

12. According to the text, give two reasons why “empathy has become more critical than ever” (line 60)? (½ x 2 = 1 mark)

Accept any TWO of the following:

- (i) Social media
- (ii) Mounting academic pressure
- (iii) Automation

13. Give four reasons why children need to learn empathy from an early age. (½ x 4 = 2 marks)

- i. Develop healthy friendships
- ii. Manage anxiety and stress better
- iii. Perform better academically, supporting the need for empathy in education
- iv. Become collaborative, caring adults

14. i. Underline the correct word. The writer's attitude towards empathy education is a (**positive** / negative / neutral) one. (1 mark)

ii. Quote a sentence from lines 65-73 to support your answer. (1 mark)

**On the contrary, it makes them strong, self-aware, and emotionally intelligent.**

15. What do the following words in **bold** refer to in the passage? ( $\frac{1}{2} \times 8 = 4$  marks)

- it** (line 2) Denmark  
**these** (line 5) compulsory weekly sessions  
**your** (line 17) belonging to the parent / parent's / parents'  
**where** (line 28) countries  
**their** (line 31) belonging to Danish students / Danish students'  
**one** (line 63) skill / emotional intelligence  
**who** (line 69) compassionate adults  
**that** (line 72) qualities

16. Between lines 21 and 34, find ONE word which means: ( $\frac{1}{2} \times 8 = 4$  marks)

- a. changed                    **transformed**  
b. inserting                   **embedding**  
c. promoted                   **cultivated**  
d. claims                      **boasts**  
e. widespread                **pervasive**  
f. raised                        **elevated**  
g. regularly                  **consistently**  
h. friendly                     **harmonious**

17. Match the missing subheadings in the text by writing the correct letter (A-D). (1/2 x 4 = 2 marks)

Subheadings	Letter
<b>The Results: Lower Bullying, Happier Kids</b>	B
<b>How You Can Teach Empathy at Home</b>	D
<b>What Is Empathy Education?</b>	A
<b>Why Empathy Matters More Than Ever</b>	E
<b>How Denmark Teaches Empathy in the Classroom</b>	C

18. Tick (✓) the best image which best fits this text.

(1 mark)



19. Underline the correct answer. At the end of this text, there is a section entitled **Comments**. Which one of these would be included there? (1 mark)

- a. "If schools cared about bullying, they'd install cameras in every classroom!"
- b. "I bet this country spends millions on hiring psychologists for every school!"
- c. **"Finally, a country that understands education isn't just about grades!"**
- d. "It's about time we all teach kids how to use social media responsibly!"

Section C: Short Writing Task (10 marks)

You are Sam White. Your neighbours' dog barks loudly causing noise disturbance. In an email of between 50 and 60 words, report the issue to the mayor and suggest a solution.

<b>Short writing task</b>				
Opens / Closes	the email appropriately	<b>1</b>	<b>1/2</b>	<b>0</b>
Reports	the issue to the mayor	<b>1</b>	<b>1/2</b>	<b>0</b>
Describes	the issue in detail	<b>2</b>	<b>1</b>	<b>0</b>
Uses	a range of appropriate vocabulary and register	<b>1</b>	<b>1/2</b>	<b>0</b>
Uses	accurate grammatical structures	<b>2</b>	<b>1</b>	<b>0</b>
Uses	devices to make writing coherent and cohesive	<b>1</b>	<b>1/2</b>	<b>0</b>
Punctuation		<b>1</b>	<b>1/2</b>	<b>0</b>
Spelling		<b>1</b>	<b>1/2</b>	<b>0</b>
				<b>10 MARKS</b>

1 mark is to be deducted from the total if the writing task is 5 words shorter than 50 or longer than 60 words. 2 marks is to be deducted from the total if the writing task is 6 words (or more) shorter than 50 or longer than 60 words.