



# Mark Scheme (Results)

January 2019

Pearson Edexcel International GCSE  
In English Language B (4EB1) Paper 01R

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.
AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

**SECTION A: Reading****Text One**

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>1</b>	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• saves time</li> <li>• saves money</li> <li>• prevents stress</li> <li>• helps with time management</li> <li>• can achieve your best</li> <li>• can be more productive</li> </ul>	<b>(1)</b>

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>2</b>	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• untidiness can hinder productivity</li> <li>• untidiness can make it difficult to find things</li> <li>• untidiness can disrupt concentration</li> <li>• untidiness can stop you being able to spread out</li> <li>• tidiness can help you feel calmer</li> <li>• tidiness can help you feel more in control</li> <li>• tidiness can help you feel more prepared</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
3	<p>Reward responses that demonstrate how the writer persuades the reader that tidiness and organisation are important.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of personal examples of the problems that lack of organisation causes: 'consistently forget at least one essential item' and the list of items forgotten: 'toothbrush', 'trousers', 'tablet', 'train ticket'</li> <li>• this is emphasised by the single-word sentence: 'Great.' which is sarcastic/ironic</li> <li>• the list of areas that organisation can help: 'college, school, work, business and even social lives'</li> <li>• the use of positive language about the benefits: 'super-productive', 'achieve your best'</li> <li>• the way she describes her planner: 'survival pack', 'beloved', 'obsessed', 'extremely useful', which suggests how important it is to her</li> <li>• how she describes some of the difficulties with organisation: 'easy to get important tasks jumbled up', 'difficult to get on and complete them', 'struggling to manage your workload'</li> <li>• the use of language when she gives advice about lists: 'tasty bitesize chunks' (metaphor) 'little crumbs' (metaphor) 'mental indigestion' (metaphor) – and the slightly humorous tone of these comments</li> <li>• the reassuring language used: 'completed in no time', 'absolute lifesavers'</li> <li>• the use of the example of her younger sister 'Jess' makes the text more personal</li> <li>• the description of the writer's room: 'been burgled', 'been setting off explosives', which is designed to shock</li> <li>• the use of a friendly chatty tone creates a sense of understanding and support: many examples</li> <li>• the use of personal address throughout.</li> </ul>	<b>(10)</b>

<b>Question 3</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

**Text Two**

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>4</b>	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• every drawer is open</li> <li>• everything is on the floor</li> <li>• empty (clothes) hangers</li> <li>• clothes are at the bottom of the wardrobe</li> <li>• his room is an absolute wreck</li> </ul>	<b>(1)</b>

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>5</b>	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"> <li>• if you make it an issue, you will prolong the problem</li> <li>• it is in teenagers' nature to assert boundaries and say no</li> <li>• parents should let it go</li> <li>• teenagers will have another way to misbehave</li> <li>• teenagers are trying to identify who they are</li> <li>• teenagers are preoccupied</li> <li>• they do not see the mess</li> <li>• it reflects their inner chaos</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer presents the problems that parents and teenagers have about tidiness.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of examples of people concerned: 'Kristyna Krueger', 'Brandon', 'Kristi', 'Gina Atanasoff'</li> <li>• the use of language describing how Kristyna Krueger enters her son's room: 'braced', 'gingerly', which suggests she is doing something unpleasant</li> <li>• the use of a list: 'clothes, cords for charging things, cologne and body-spray bottles', which suggests the chaos</li> <li>• this is further emphasised by 'a bowl of crushed potato chips'</li> <li>• the description of her son's wardrobe: 'thirty hangers in his wardrobe, but they're empty' and the repetition 'on top of', which suggests there are many layers</li> <li>• the use of short sentences and phrases in this description suggests Kristyna's desperation</li> <li>• the use of experts (several examples) adds authority and reassuring support</li> <li>• the use of the examples of teenagers who are untidy but successful may suggest that parents are worrying too much</li> <li>• the description of how desperate parents are for advice: 'Parenting blogs reverberate with cries'</li> <li>• the use of 'parallel universe' suggests that teenagers are aware of the problems</li> <li>• the use of 'attacking the wreckage' (hyperbole) suggests how out-of-hand the problem can become</li> <li>• the use of extreme hyperbolic language: 'Kidnapping' is humorous but again suggests how desperate parents are (and, perhaps, how great the conflict is)</li> <li>• the use of humour in the final paragraph lightens the mood.</li> </ul>	<b>(10)</b>

<b>Question 6</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question Number	Indicative content
7	<p>Responses may include the following points:</p> <p><b>Text One</b></p> <ul style="list-style-type: none"> <li>• the use of colloquial style from the beginning engages audience: ‘Anyone that knows me’</li> <li>• how the writer presents herself: ‘absent-minded’, ‘scrambled’, ‘incapable’, ‘messiest’, which suggests that being disorganised is a problem</li> <li>• the use of lists in paragraph three adds emphasis to the impact that lack of organisation can have</li> <li>• the use of positive language about tips for improving organisation: ‘beloved’, ‘tasty’, ‘valuable’</li> <li>• the use of a personal story: ‘Jess, my little sister’</li> <li>• the reassuring tone in the final two paragraphs: ‘Stay calm’, ‘A few easy steps’.</li> </ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"> <li>• the first-person account helps to engage the reader</li> <li>• the colloquial style, ‘Okay’, ‘so there we have it’, is intended to appeal to the reader</li> <li>• the use of positive or reassuring language conveys to the reader that organisation is achievable</li> <li>• the use of sub-headings makes it easier to read.</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• starts off with negative examples: ‘Every drawer is open’, ‘You cannot walk’, ‘absolute wreck’</li> <li>• uses experts: ‘Deborah Silberberg’, ‘Dr. Barbara Greenberg’, ‘Dr. Marsha Levy-Warren’</li> <li>• offers reassurance to parents: ‘It’s in their nature’, ‘They don’t even see their rooms’</li> <li>• gives positive examples of successful but untidy teenagers: ‘maintains an A minus average in school’, ‘gets straight As’</li> <li>• shows understanding of teenager’s perspective: ‘attacking the wreckage can feel overwhelming’.</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>• engages the reader by using real people</li> <li>• supportive tone</li> <li>• the use of humour lightens the tone.</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>• Text One is aimed at students; Text Two is aimed at parents</li> <li>• Text One is colloquial/friendly; Text Two is informative/persuasive</li> <li>• both texts give advice/support</li> <li>• both texts consider the benefits of tidiness and organisation</li> </ul>

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|  | <ul style="list-style-type: none"><li>• both texts clearly convey ideas and perspectives</li><li>• Text One offers straightforward advice; Text Two uses humour to make the point.</li></ul> |
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Reward all valid points.

<b>Question 7</b>		
<b>Level</b>	<b>Mark</b>	<b>AO3</b> Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>The response does not compare the texts.</li> <li>Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>The response considers obvious comparisons between the texts.</li> <li>Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</b></p>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>The response considers a range of comparisons between the texts.</li> <li>Explanation of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>The response considers a wide range of comparisons between the texts.</li> <li>Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	13-15	<ul style="list-style-type: none"> <li>The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>References are balanced across both texts; they are discriminating and fully support the points being made.</li> </ul>

**SECTION B: Reading and Writing**

<b>Question Number</b>	<b>Indicative content</b>
8	<p>A suitable register for an article for a school or college website should be adopted. Candidates should address all areas. The following are some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples than those mentioned in the passages.</p> <p><b>Why being tidy and organised is important</b></p> <ul style="list-style-type: none"> <li>• untidiness might be harmful</li> <li>• cannot find things if you are untidy</li> <li>• might forget important things if you are untidy</li> <li>• untidiness can cause parents stress</li> <li>• untidiness can cause teenagers stress</li> <li>• untidiness can affect studies</li> <li>• untidiness can affect work</li> </ul> <p><b>The attitudes of adults and young people</b></p> <ul style="list-style-type: none"> <li>• parents might be upset</li> <li>• some parents might not care</li> <li>• embarrassment about the untidiness</li> <li>• experts offer understanding</li> <li>• teenagers do not care</li> <li>• teenagers do not notice</li> <li>• teenagers need help</li> <li>• teenagers can feel swamped by the task</li> </ul> <p><b>Advice on how to be tidy and organised</b></p> <ul style="list-style-type: none"> <li>• use a planner</li> <li>• make lists</li> <li>• break things down into smaller tasks</li> <li>• delegate (if working in teams)</li> <li>• tidy room</li> <li>• tidy workspace</li> <li>• keep calm</li> <li>• play music to help with tidying</li> <li>• limit time on social media, Facebook for example</li> <li>• do not get distracted</li> <li>• do not get upset and work with parents if they offer to help.</li> </ul> <p>Reward all valid points.</p>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is limited.</li> <li>• Includes a small number of points with some relevance.</li> <li>• Demonstrates a limited ability to locate and retrieve information and ideas.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is valid, but not developed.</li> <li>• Gives some relevant points.</li> <li>• Brings in some relevant information and ideas.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made.</li> <li>• Offers a reasonable number of relevant points.</li> <li>• Shows secure appreciation of information and ideas.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made.</li> <li>• Offers a good number of relevant points.</li> <li>• Makes well-focused comments about information and ideas.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made.</li> <li>• Offers a wide range of relevant points.</li> <li>• Presents well-focused comments with perceptive references to information and ideas.</li> </ul>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>AO4</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	5-7	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	8-10	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	11-12	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>A05</b> Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing</li> <li>Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors</li> <li>Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

**SECTION C: Writing**

<b>Question Number</b>	<b>Indicative content</b>
<b>9</b>	<p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: the reasons why there may be tensions; some teenagers are unreasonable; some parents are unreasonable; some disagreements are more serious than others; the different causes of arguments; the different types of disagreements; the generation gap and different attitudes; not all parents and teenagers disagree; the positive outcomes.</p> <p>Examiners should be open to a wide range of interpretation.</p>

<b>Question Number</b>	<b>Indicative content</b>
<b>10</b>	<p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</p> <p>NB: Explicit reference to the title may not be mentioned until the end of the story.</p> <p>Examiners should be open to a wide range of interpretation.</p>

<b>Question Number</b>	<b>Indicative content</b>
<b>11</b>	<p>Candidates may choose a range of objects which may be real or imaginary. Answers may include descriptions of what the object looks like, the effect it has on them or what it means to them. Candidates are free to choose any object they wish.</p> <p>Candidates should be rewarded for their powers to create a detailed account of the object and its importance to them, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>

<b>Questions 9, 10 and 11</b>		
<b>Level</b>	<b>Mark</b>	<b>AO4</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

<b>Questions 9, 10 and 11</b>		
<b>Level</b>	<b>Mark</b>	<b>AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.</b>
	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structures as appropriate.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>