



# Mark Scheme (Final)

January 2020

Pearson Edexcel International GCSE  
In English Language B (4EB1)  
Paper 1R

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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.
- In some cases details of what will not be accepted for a marking point will be identified below the phrase 'do not accept'.
- 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

## Assessment Objectives

A01	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
A02	Understand and analyse how writers use linguistic and structural devices to achieve their effects.
A03	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
A04	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
A05	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>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• they are often closer than family members</li> <li>• they are a shoulder to cry on</li> <li>• they are cushioning when the world is against you</li> <li>• they are a calming voice</li> <li>• they are the pool of optimism</li> <li>• they are saviours</li> <li>• sometimes they are the reason why you are alive</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>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• it allows societies to function</li> <li>• it enables formal unions or agreements to be formed</li> <li>• it keeps the world going</li> <li>• it prevents humans tearing each other apart/prevents war</li> <li>• there are disastrous effects when friendships sour</li> <li>• friendly relations are crucial</li> <li>• friendship can provide good business/trade opportunities</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
3	<p>Reward responses that demonstrate how the writer shows the reader that friendship is important.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of informal language from the beginning: 'pooh-pooh'</li> <li>• the use of the metaphor 'a bleak, dusty desert' to describe the lack of friends</li> <li>• the use of a list in the second paragraph to emphasise the many aspects of friendship</li> <li>• the use of listing in the fourth paragraph to describe the different types of friends: 'shy little girl', 'precocious eight-year-old', 'your kid's class teacher, work colleagues, or someone you just met at the bus stop'</li> <li>• the contrasting formal and informal language used to describe these aspects of friendship: 'dissecting behavioural patterns', 'chilling', 'violent fits'</li> <li>• the metaphorical language used to explain the important part friends play in life: 'shoulders you unashamedly cry on', 'pool of optimism', 'saviours'</li> <li>• the use of informal language: 'scratching the surface', 'buddies', 'guys'</li> <li>• the use of questions: 'does he really mean he likes me?'</li> <li>• the use of direct address: 'you'</li> <li>• the use of references to friendships between societies and countries: 'key ingredients', 'disastrous effects'</li> <li>• the use of an example from children's literature: 'Winnie the Pooh'</li> <li>• the (clever) use of the expression 'pooh-pooh' (links with Winnie the Pooh) at the beginning and end.</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>

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
4	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• he started studying at 17</li> <li>• he was an ancient (Greek) philosopher</li> <li>• he made significant and lasting contributions to every aspect of human knowledge</li> <li>• he studied at the Platonic Academy</li> <li>• he was a most promising student</li> <li>• he asked/answered many questions</li> <li>• he still remains one of the most widely-read/quoted thinkers</li> <li>• he lived/died over 2000 years ago</li> </ul>	(1)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
5	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"> <li>• it is based on a mutual appreciation</li> <li>• it is a recognition of the virtues the other party cherishes</li> <li>• it is long-lasting</li> <li>• it includes the rewards of the other types of friendship</li> <li>• it is pleasurable</li> <li>• it is beneficial</li> <li>• it can give joy</li> <li>• it brings sweeter joys</li> <li>• you are a lot more likely to connect</li> </ul>	(2)

Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer presents what Aristotle said about friendship.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of positive language in the introductory section: 'significant', 'promising', 'widely-read' gives credibility to Aristotle</li> <li>• the use of sub-headings breaks the text into manageable and clear sections</li> <li>• the use of examples to support the explanations of types of friendship: 'more common in older people', 'business or work relationship', 'many young people'</li> <li>• the use of a reassuring tone to describe the first two types of relationships: 'didn't necessarily see them as bad', 'fine, even necessary'</li> <li>• the use of 'there is far more out there', which suggests the promise of better things</li> <li>• the positive language used to describe the friendship of the good: 'mutual appreciation', 'goodness required', 'beauty of such relationships', 'pleasurable and beneficial', 'gain joy', 'sweeter joys'</li> <li>• the use of the metaphor 'blossom', which is associated with growth</li> <li>• some use of personal address: 'You're a lot more likely', 'you gain joy'</li> <li>• the tone of the final paragraph, which directly relates to the reader</li> <li>• the final two sentences provide a neat summing up</li> <li>• the language is quite formal (suited to an informative article).</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>• starts off contrasting having no friends ‘a bleak and dusty desert’ with ‘the most exciting day of the week’ when you see friends</li> <li>• lists the types of things you can do if you have friends: ‘wall-climbing skills, stealing the neighbour’s fruit’</li> <li>• identifies the supportive nature of friendship: ‘shoulders you unashamedly cry on’, ‘cushioning’, ‘calming’</li> <li>• describes many different types of friends: ‘many shapes and forms’, ‘shy little girl’, ‘precocious eight-year-old’, ‘your kid’s class teacher’, ‘work colleagues’, ‘someone you just met at the bus stop’</li> <li>• writes about friendships between societies and countries: ‘friendly relations’, ‘diplomatic ties’, - and what can go wrong: ‘hostile neighbours’, ‘ruthless aggressors’</li> <li>• uses metaphorical language: ‘life is a bleak, dusty desert’, ‘scratching the surface’</li> <li>• uses a lighter tone with mention of Winnie the Pooh</li> <li>• ends with a list of the positive points about friendship: ‘we draw strength, regain hope in life and derive hours of unadulterated happiness.’</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 use of the informal tone – ‘pooh-pooh’, ‘chilling’</li> <li>• the use of a slightly humorous tone throughout</li> <li>• the use of the pronoun ‘you’ engages the reader</li> <li>• the use of positive examples throughout.</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• begins by writing about who Aristotle is: ‘an ancient Greek philosopher’</li> <li>• uses sub-headings to divide the text</li> <li>• clearly explains the different types of friendship : ‘in this kind of relationship’</li> <li>• uses examples of the different types of friendship: ‘a business or work relationship’, ‘among college friends’, ‘if you’ve both endured mutual hardship’</li> <li>• uses positive language to describe the friendship of the good: ‘beauty’, ‘pleasurable and beneficial’, ‘joy’</li> <li>• makes Aristotle’s ideas accessible: ‘For the average person, however, the most relevant of Aristotle’s ideas relate to the importance of good relationships’</li> <li>• neatly sums up the ideas in the final two sentences.</li> </ul>

**General points candidates may make on the whole of Text Two**

- uses the ideas of Aristotle throughout to describe types of friendships
- the formal style
- the reassuring tone
- the use of (some) direct address/ pronouns: 'you'/'we'.

**Points of comparison**

- Text One is persuasive/Text Two is informative/educational
- Text One is about friendship in general/Text Two is about different types of friendship
- Text One is a personal perspective/Text Two, although also a personal view, is more detached and analytical
- Text One is not judgemental/Text Two judges the quality of friendships
- both texts stress the positive aspects of friendship
- both texts clearly convey the writers' ideas and perspectives.

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	<p>The response considers obvious comparisons between the texts.</p> <ul style="list-style-type: none"> <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>
<b>8</b>	<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>The different types of friends</b></p> <ul style="list-style-type: none"> <li>• friends from childhood</li> <li>• friends from school/college</li> <li>• some are close friends</li> <li>• some are more casual</li> <li>• friendships between communities</li> <li>• friendships between countries/governments (for political or economic purposes)</li> <li>• friendships with people you respect</li> </ul> <p><b>Where you can make friends</b></p> <ul style="list-style-type: none"> <li>• at school</li> <li>• at college</li> <li>• at social gatherings</li> <li>• at work</li> <li>• through sports teams/other activities</li> <li>• meeting people in random situations</li> <li>• through relatives/family</li> </ul> <p><b>How having friends can make your life better</b></p> <ul style="list-style-type: none"> <li>• support in work/study situations</li> <li>• support in social situations</li> <li>• mutual respect</li> <li>• changing perspectives/making boring days more interesting</li> <li>• learn about different experiences/emotions</li> <li>• support in emotional crises</li> <li>• can stop fighting</li> <li>• can help you to see the good in people</li> <li>• brings happiness</li> <li>• can make us stronger</li> <li>• can make us positive.</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>AO5</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: man is a herd animal and has always formed groups; we form organisations to help each other; cooperation is necessary to be successful; family units offer support; friends are essential to our well-being; people on their own are more resourceful; friends can take up too much time; friendships can be problematical.</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 people who may be real (alive or dead) or imaginary. Answers may include descriptions of the person, the effect the person has had on them or why they are significant to them.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what the person was like and how they have had an impact, 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:</b> Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, 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	<p>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</p> <ul style="list-style-type: none"> <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>

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