



# Mark Scheme (Results)

November 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.
- 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>• anything that could cause damage</li> <li>• volcanoes</li> <li>• fire</li> <li>• earthquakes</li> <li>• thunder</li> <li>• lightning</li> <li>• thunderstorms</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>• clouds begin to form</li> <li>• the wind began to pick up (a bit)</li> <li>• lightning (did not stop)</li> <li>• visible strikes every few seconds (for many, many hours)</li> <li>• mesmerized by the insane lightning/mesmerized by the storm</li> <li>• seeing a strike of lightning that started a fire</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
3	<p>Reward responses that demonstrate how the writer presents her experiences of the weather.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the opening paragraph suggests that weather has had a negative effect on her: 'I was scared of almost anything', 'I was terrified of thunderstorms', 'hiding inside the house'</li> <li>• the use of 'sparked' (metaphor) suggests how sudden the change is</li> <li>• the repetition of 'more' emphasises her enthusiasm</li> <li>• the use of 'further cemented' suggests how strong her intention is</li> <li>• the detailed description of the storm: 'daylight fled', 'lightning started'</li> <li>• the use of the short sentence: 'And it did not stop' for emphasis</li> <li>• 'many, many hours' shows how long the storm lasted</li> <li>• the use of 'reluctantly' shows how much she enjoyed herself</li> <li>• the description of the second storm: 'even stronger', 'very strong wind and rain', 'a very intense storm'</li> <li>• the juxtaposition of 'scared little kid' with 'weather fanatic'</li> <li>• the use of the simile/idiom 'like a kid in a candy store'</li> <li>• the repetition 'want more', 'see more', 'want to know more', again emphasising her desire for knowledge</li> <li>• the positivity of the end: 'awesome storms'</li> <li>• the writer adopts an informal style.</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>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• the village was transformed</li> <li>• paths had disintegrated</li> <li>• there was impassable mud</li> <li>• the river was full</li> <li>• they had to use boats to get around</li> <li>• moving around was difficult</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>	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• activities became difficult/exhausting</li> <li>• the yard changed into a treacherous pit/slippery mud</li> <li>• every day she managed to lose a flip-flop</li> <li>• every day she nearly fell over</li> <li>• getting to the pond to bathe</li> <li>• she was muddier after washing than before</li> <li>• her trips to the latrine were nerve-racking</li> <li>• she had to carry her water pot, umbrella and lantern</li> <li>• she was sliding through the muddy morass</li> <li>• her sari became muddy</li> <li>• wading through deep swampiness</li> <li>• leeches (hanging onto her feet and ankles)</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer describes the monsoon and its effects.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of descriptive language to show how unpleasant it is to wake up to the monsoon rains: 'steady drip', 'muddy', 'dampen', 'chilly'</li> <li>• the reaction of the people: 'huddled', 'shivering', 'predicting fever'</li> <li>• the description of the compound: 'completely still', 'strangely quiet'</li> <li>• the repetition of 'rain' and its use in a short sentence, which reinforces how much rain is falling</li> <li>• the reference to the time before the monsoon: 'cool morning sunlight' contrasts with the descriptions of the rain</li> <li>• the use of language to show how the rain affects the area: 'treacherous pit', 'most slippery mud imaginable', 'muddy morass' (alliteration), 'deep swampiness'</li> <li>• the writer's reactions: 'exhausted and victorious', 'cursed', 'fantasised', 'prayed fervently'</li> <li>• the negative impacts the monsoon has: 'slow down', 'came almost to a standstill', 'little work', 'stay within the confines of their homes', which suggests how limiting it is</li> <li>• the positive contrast of how some local people cope: 'piled high with village men in their best lungis', 'on a trip to Sylhet'</li> <li>• the description of the boats: 'painted cabins', 'great cloth sails', 'moving through the water lilies', which is an attractive contrast to the descriptions of the monsoon.</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 with a negative image of the writer: 'scared of almost anything', 'terrified'</li> <li>• uses time to show how she develops her interest: 'in second grade', 'as I grew older'</li> <li>• shows how her obsession with the weather increases: 'loved it all', 'watch it for hours on end', 'how much I loved the weather'</li> <li>• uses anecdotes to demonstrate her ideas: 'on vacation with my family'</li> <li>• the writer's reactions to the storms show her positivity: 'mesmerized', 'amazed', 'a weather fanatic who couldn't get enough'</li> <li>• ends positively with the writer's enthusiasm for her chosen course at university: 'to be surrounded by what I love every day', 'I am very excited', 'looking forward to learning new things'.</li> </ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"> <li>• it is a personal account / first-person account</li> <li>• the style is informal and anecdotal</li> <li>• it is enthusiastic and positive.</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• starts with negative impressions: 'steady drip of water', 'huddled under the covers, shivering', 'waterlogged fields'</li> <li>• maintains references to how wet it is throughout the text: 'drip', 'dampen', 'rain', 'the river was full again', 'flooded fields', 'covered in water'</li> <li>• emphasises the difficulties the weather causes: 'impassable mud', 'treacherous pit', 'muddy morass', 'wading through deep swampiness'</li> <li>• comments on the impact on other people: 'little work for labourers', 'many men complained bitterly', 'obtaining money for food was a struggle'</li> <li>• has some positivity towards the end: 'the 'engine boat' would come down the river, piled high with village men', 'on a trip to Sylhet', 'the rain had subsided a little'.</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>• it is a personal / first-person account</li> <li>• it is informative / descriptive</li> <li>• it presents the weather as a problem.</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>• Text One is a personal account about being inspired; Text Two is a descriptive account of a personal experience</li> <li>• Text One comments on short-term weather events, e.g. the storms; Text Two focuses on a longer-lasting weather event, e.g. the monsoon</li> <li>• Text One recounts the writer's personal experience over a considerable period of time and in different places; Text Two describes the impact of a specific weather event on one settlement</li> <li>• Text One has a positive perspective; Text Two has a negative perspective</li> <li>• Text One is about how the weather was an inspiration; Text Two shows how disruptive a weather event can be</li> </ul>

	<ul style="list-style-type: none"> <li>• both texts refer to bad weather: Text One - storms /Text Two - torrential rain</li> <li>• both texts are personal accounts</li> <li>• both texts describe dramatic events</li> <li>• both texts are first-person accounts</li> <li>• both texts clearly convey the writers' ideas and perspectives.</li> </ul> <p>Reward all valid points.</p>
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Question 7		
Level	Mark	AO3 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>
<b>8</b>	<p>A suitable register for a website contribution 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>Different types of extreme weather</b></p> <ul style="list-style-type: none"> <li>• thunder</li> <li>• lightning</li> <li>• thunderstorms</li> <li>• storms</li> <li>• wind</li> <li>• rain</li> <li>• monsoons</li> </ul> <p><b>The effect on the landscape</b></p> <ul style="list-style-type: none"> <li>• lightning can cause fires</li> <li>• damage to property/buildings</li> <li>• the landscape can be changed unrecognisably</li> <li>• slippery mud</li> <li>• roads and paths become blocked/damage to infrastructure</li> <li>• roads become rivers</li> <li>• areas become like swamps</li> </ul> <p><b>The effect on people</b></p> <ul style="list-style-type: none"> <li>• can cause fear</li> <li>• can inspire learning</li> <li>• can see amazing events</li> <li>• can be thrilling</li> <li>• can affect choice of a career</li> <li>• extreme weather conditions can prevent people from working / farming/fishing</li> <li>• can cause hunger/poverty</li> <li>• problems with transport/can be difficult for people to move around so social life stops</li> <li>• produces community spirit/people help each other</li> <li>• makes people clever at coping with the weather/using boats/ fishing.</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: challenges help us to realise our true potential; challenges help us to be the best we can be; overcoming challenges develops self-confidence; people who have faced challenges are often very successful; challenges can be daunting or overwhelming; people can be frightened or intimidated by challenging situations; some people do not respond well to challenges; people who do not like challenges may find different (or better) ways to learn.</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 different times of year. Answers may include descriptions of the time of year chosen, accounts of significant events at that time of year and how they felt.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what their chosen time of year was like, 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	<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>

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