



Mark Scheme (Results)

June 2024

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

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June 2024

P75918

Publications Code 4EB1_01R_2406_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.
- Plans in the lined response area of the question paper/answer booklet should not be marked unless no other response to the question has been provided. This applies whether the plan is crossed out or not.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the descriptors in that level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

| | |
|-----|---|
| 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**

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|------------------------|--|-------------|
| 1 | <p>One mark for any one of the following:</p> <ul style="list-style-type: none"> • climb/splash/diving into the water trough • beating his wings • grooming himself • dried himself in the sun • pecking his feathers • combing his feathers (smooth) • lingered (near the studio door) • squawked (in recognition) • working his beak • sniffing • lowering his head/lengthening his neck • was possessive | (1) |

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|------------------------|---|-------------|
| 2 | <p>One mark for any one of the following:</p> <ul style="list-style-type: none"> • behaves differently (when there are others around) • fusses • gets nervy • becomes loud • becomes silly • becomes hostile • may play the fool (like children do) | (1) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 | <p>Reward responses that demonstrate how the writer presents his experiences of looking after Willy, the goose.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the initial sentence suggests how caring the writer was: 'warm cage', 'plenty to eat' • the writer uses the verb 'snuggled', to suggest that Willy feels safe and comfortable • the description of how he develops, 'doubled in size', tells the reader how well he is being looked after • the references to time, '10 days', 'within a month', show how quickly he develops • the sensations the writer could feel when holding Willy, 'pulsing heart', 'warm body', enable the reader to understand what it felt like to hold a living creature • Willy's response to his name, 'a little caw', shows the reader that Willy recognises the writer and this is quite endearing/charming • the writer's day is 'brightened in unexpected ways', which suggests to the reader that looking after Willy is enjoyable and entertaining. The contrast between 'brightened' and 'unexpected' highlights the impact Willy has on the writer • the use of listing to describe Willy's activities while in the horse trough, 'climb in and splash, diving, beating his wings', creates a visual picture of his enjoyment • another list is used to present how protective Willy is: 'lingered, working his beak, sniffing, lowering his head and lengthening his neck if another goose came near, possessive of me' • the luxurious metaphorical description of the feathers, 'a pillow of warmth', helps the readers to imagine the experience • 'he emitted a squawk of recognition', 'flew to me': this shows Willy's attachment to the writer and emphasises to the reader that there is a connection • listing is used again to describe the sounds Willy makes: 'the caw of contentment, the shriek, the harsh squawk, the hiss, and loudest of all the trumpeting'. This shows how noisy Willy is. The onomatopoeic words, 'caw', 'shriek', 'squawk', 'hiss', 'trumpeting', create a vivid impression of the range and intensity of the noises • the use of a tricolon to describe Willy's cleaning ritual, 'preening, cleaning and ordering', together with the explanation of how geese use water, 'bathe rather than swim', gives a clear impression that they are clean birds | |

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| | <ul style="list-style-type: none">• Willy's apparent devotion/attachment and the writer's reliance on the relationship is shown in 'a fixture', 'a certainty' and how helpful this relationship is to the writer: 'he was a consolation'• the simile 'as true as a compass point' emphasises how the writer perceives Willy's loyalty• the metaphor, 'a graceful ornament', shows how beautiful the writer thinks Willy is. This is emphasised by the adjectives 'marble' and 'marble-like', which suggest he is like a sculpture/artwork• the evocative description of geese at night, 'motionless, luminous shapes', 'brilliance, glowing', emphasises their beauty• the use of listing to capture the individuality of Willy, 'distinctive, intelligent, resourceful, congenial, loyal, self-sufficient', which emphasises how fascinated the writer is by Willy's behaviour• the final paragraph suggests that the relationship has hidden aspects: 'privileged to know', 'no-one knows'. | (10) |
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| Question 3 | | |
|-------------------|-------------|---|
| Level | Mark | AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • 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. • The selection of references is appropriate and relevant to the points being made. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> • 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. • The selection of references is detailed, appropriate and fully supports the points being made. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> • 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. • The selection of references is discriminating and clarifies the points being made. |

Text Two

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|-----------------|--|------|
| 4 | One mark for any one of the following: <ul style="list-style-type: none"> • it doesn't matter where they are • use whatever transportation necessary/vehicle/aircraft/helicopter • rescue teams are equipped with milk • rescue teams have stretchers • rescue teams have vital medicines (including drips) • they offer immediate aid/help | (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 two of the following: <ul style="list-style-type: none"> • at three years old they move to a Reintegration Unit • Units are in protected conservation areas • Units are protected by Anti-Poaching teams • Units are in areas with wild elephants • they have the space and environment the orphans need • the orphans are gradually weaned • they learn to live as wild elephants • they walk with the Keepers (in the bush) • they interact with wild herds /learn about elephant society and accepted behaviour • they return to the units at night for protection | (2) |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 6 | <p>Reward responses that demonstrate how the writer presents the experiences of looking after orphaned elephants.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the dramatic opening sentence, which includes a list of different types of transportation including 'aircraft or helicopter' and has connotations of an adventure film • the use of the adverbs 'profoundly', 'physically' and 'psychologically' shows how deeply affected the young elephants are • the tricolon 'starvation, dehydration or injuries' clearly emphasises the problems • the use of the pronoun, 'our' (throughout), suggests this is a collective endeavour • the listing of the equipment that the rescue teams have, 'milk, stretchers to carry the orphan and vital medicines including drips', which shows how capable they are • the use of sub-headings shows the development of the elephants' rehabilitation • the phrase 'round-the-clock, day-in-and-day-out commitment' demonstrates the dedication of the Keepers • the contrast of 'secure base' and 'loving environment' with 'greatest need' and 'difficult period' emphasises the impact the Keepers have • the tricolon 'unconditional love, emotional support and the learning experiences' suggests to the reader that the young elephants are being looked after as though they are children • information about the milk is supplied in some detail to show the expertise of the workers • the founder, 'Daphne Sheldrick', is referenced to add veracity to the text • the description of the ways the carers look after the orphan elephants makes them seem like children (anthropomorphism): 'toys and stimulation', 'watching over them', 'protecting them', 'play lots of games', 'always there for a hug'. This emphasises how vulnerable the orphans are • this is further emphasised by the description of the orphans as 'babies' • the verb 'graduate' is used to suggest a progression in the orphans' development • the reference to 'Anti-Poaching Teams' and 'Kenya Wildlife Service' shows how careful the Trust is • the description 'vast wilderness' gives the sense of what awaits the orphans and the contrast with the protected sanctuary in which they lived | |

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| | <ul style="list-style-type: none"> • the reference to time '8 to 12 years' allows the reader to understand that this is a long-term project and shows how dedicated the workers are • the unusual idiom 'flown the nest' is used to imply that the elephants have successfully returned to the wild and shows that they are sufficiently mature to do so • the humorous 'elephants never forget', which in this example is true • the positive ending, 'always share the joy of their wild-born young', which emphasises that the hard work has been worth it. | (10) |
|--|--|-------------|

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

| Question Number | Indicative content |
|-----------------|---|
| 7 | <p>Responses may include the following points:</p> <p>Text One</p> <ul style="list-style-type: none"> • names the orphaned goose, which makes it a personal relationship: 'Willy' • gives the writer's personal reactions to the young goose: 'I could feel his pulsing heart, his warm body' • suggests that Willy, the goose, relates to/interacts with the writer: 'he flew to me', 'settled by my side' • shows Willy growing up quickly and being independent: 'Willy served as my protector and would often chase away any male goose' • shows Willy and other geese as being attractive: 'the singular beauty of a pure white goose, or several, their motionless, luminous contours' • only provides limited detail about looking after Willy: 'Willy was to be attended to, fed with pellets, the horse trough filled with water' <p>General points candidates may make on the whole of Text One</p> <ul style="list-style-type: none"> • it is about an individual • uses first-person • presents positive reasons why looking after young creatures is beneficial <p>Text Two</p> <ul style="list-style-type: none"> • it is written from a group perspective: 'When we receive a call' • uses sub-headings to identify different stages in the protection process • identifies the negative effects that being an orphaned animal can have: 'a profoundly traumatic event' • uses many examples of how they care for the elephants: 'The Keepers care for the orphans 24 hours a day and this includes sleeping with the orphans during the night' • uses anthropomorphism to attract sympathy: 'As with any family, the well-being of the infants is what matters most' • mentions other people: 'Keepers', 'Daphne Sheldrick' • shows the process of rehabilitating the young elephants takes a long time: 'Becoming independent is a slow process for elephants, taking anywhere between 8 to 12 years' <p>General points candidates may make on the whole of Text Two</p> <ul style="list-style-type: none"> • it is about rescuing animals from dangerous situations • it is about groups of people and elephants • presents positive outcomes for the animals <p>Points of comparison</p> <ul style="list-style-type: none"> • Text One is about one person looking after one creature/Text Two is about a charity looking after many • Text One uses first-person/Text Two uses (some) inclusive pronouns: 'we' • Text One talks about personal benefits for the writer/Text Two identifies |

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| | <p>the benefits for the young elephants</p> <ul style="list-style-type: none"> • Text One is entertaining/Text Two is advisory/informative • Text One is about a relationship with a goose/Text Two is about relationships with elephants • both texts use description • both texts show how caring humans can be • both texts show the benefits of looking after orphaned geese and elephants • both texts clearly convey the writers' ideas and experiences. <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. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited. |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. <p>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</p> |
| Level 3 | 7–9 | <ul style="list-style-type: none"> • The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made. |
| Level 4 | 10–12 | <ul style="list-style-type: none"> • The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made. |
| Level 5 | 13–15 | <ul style="list-style-type: none"> • The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts; they are discriminating and fully support the points being made. |

SECTION B: Reading and Writing

| Question Number | Indicative content |
|-----------------|---|
| 8 | <p>A suitable register for a talk to peers 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>How the animals and birds can be helped</p> <ul style="list-style-type: none"> • keeping them warm • food/specialist food • protection/medical care • companionship • rescue • play • exercise • rehabilitation <p>The benefits for the animals and birds</p> <ul style="list-style-type: none"> • safety/security • support • entertainment • toys/stimulation • a caring environment • can develop their characters <p>The rewards for the carers</p> <ul style="list-style-type: none"> • affection • pleasure • a sense of responsibility • companionship/friendship • a sense of peace • watching the positive development/progress • when wild animals and birds return with young. <p>Reward all valid points.</p> |

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

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

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

SECTION C: Writing

| Question Number | Indicative content |
|------------------------|--|
| 9 | <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: it is up to individuals to decide what they want to do with their time and money; animals are helpless so they need our care and support; we use animals for food and to help us so we should ensure they are looked after; some people get great enjoyment out of their interactions with animals; it is important to have a sense of perspective and balance about what you do for animals and people; human need is great these days so time and money should be devoted to helping people.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

| Question Number | Indicative content |
|------------------------|--|
| 10 | <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> |

| Question Number | Indicative content |
|------------------------|--|
| 11 | <p>Candidates may choose a range of people who may be real (alive or dead) or imaginary. Answers may include descriptions of the person, how he/she has been kind and the effect on others.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what the person was like and how the person has been caring and kind-hearted, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

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

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

