



# Mark Scheme (Results)

June 2024

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

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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**

<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>• it is a simple (and effective) way of conserving resources</li> <li>• it reduces individual carbon footprint</li> <li>• it helps reduce landfill pollution</li> <li>• it helps reduce raw material consumption</li> <li>• it helps reduce fossil fuel consumption</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>• be aware of the environmental impact</li> <li>• think about how to dispose of the items</li> <li>• try to avoid plastic</li> <li>• look for eco-friendly alternatives</li> <li>• buy a reusable water bottle</li> <li>• buy local products/produce</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
3	<p>Reward responses that explain how the writer presents her ideas about how young people can protect the environment.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the opening sentence directly addresses the reader with a thought-provoking question: ‘are we living in harmony with nature?’</li> <li>• the initial paragraph uses negative language, which presents a depressing picture of the current state of the world: ‘self-destruction’, ‘destroying’, ‘detrimental effects’, ‘helpless and powerless’</li> <li>• the writer does suggest that there is hope, ‘potential’, which would encourage the reader to try the ideas that are being discussed</li> <li>• the advice is offered in a reassuring way: ‘you can’, which reassures readers that it is still possible to change things and make a difference</li> <li>• the contrast between ‘countries and corporations alter their policies and action’ and ‘we as individuals also have the potential’ emphasises that it is not just big organisations that can make changes but all of us</li> <li>• the writer uses examples of activities that are relevant to young people: ‘beach clean-ups’, ‘fundraising events’, ‘why not donate...’, ‘taking shorter showers’</li> <li>• listing is used to show the range of items that can be recycled, ‘plastic, paper and metal waste’ (tricolon) and the benefits of recycling, ‘helps reduce landfill pollution, raw materials and fossil fuel consumption’, which emphasises how important recycling is</li> <li>• the use of words that suggest that ways to protect the environment are easy: ‘effortlessly’, ‘simple’ (which is repeated)</li> <li>• the writer uses statistics to shock the reader, ‘0.03% of the 70% of water available to us’, which highlights how important it is to save water</li> <li>• the writer uses language to appeal to ecologically-aware youngsters: ‘eco-friendly’, ‘minimise carbon footprint’, ‘habitats’, ‘ecosystems’</li> <li>• the writer offers clear and simple explanations, ‘Plastic is one of the most significant contributors to soil and marine pollution’, ‘Methane is one of the most potent greenhouse gases that contribute to global warming’, which helps to engage and inform the reader about fairly complex ideas</li> </ul>	

	<ul style="list-style-type: none"> <li>the use of numbered sub-headings clearly identifies the writer's ideas and helps the readers to find the information they want</li> <li>the text has an informal, friendly tone</li> <li>the writer uses inclusive pronouns throughout: 'we', 'you'</li> <li>questions are used throughout to engage the reader.</li> </ul>	<b>(10)</b>
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<b>Question 3</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2</b> Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	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>• (it is) destabilising</li> <li>• (it is) breaking down</li> <li>• natural patterns are being disrupted</li> <li>• the consequences could be catastrophic</li> <li>• there are negative tipping points/points of no return</li> <li>• we do not know when we might cross these tipping points</li> <li>• transformation starts slowly but accelerates</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>• wildfires/hurricanes/heatwaves/floods/storms /droughts are more common</li> <li>• increasing in frequency/rapid changes</li> <li>• more and more extreme</li> <li>• the weather seems to be on steroids</li> <li>• natural disasters appear less and less natural</li> <li>• it is not the 'new normal'</li> <li>• seeing the beginnings of a changing climate</li> <li>• it is being caused by humans/greenhouse gas emissions</li> <li>• Earth's natural systems have been acting as a shock absorber/smoothing out the dramatic transformations/these will not last forever</li> <li>• the changes will become more dramatic</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer presents her ideas about climate change.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the opening paragraph uses short sentences for impact: 'Climate change. It doesn't sound that bad.'</li> <li>• the writer uses positive language to suggest reasons that people do not take the problem seriously: 'quite pleasantly', 'appealing possibility', 'does not sound so bad'. This supports the idea that climate change might not be seen as a problem to some people</li> <li>• the use of the rhetorical question, 'what's not to like?', which is intended to make the reader think and consider the issue</li> <li>• the negative language that is used to describe the changing climate, 'destabilising', 'breaking down', 'catastrophic', which would alarm and frighten the reader</li> <li>• the description of 'doomsday glaciers' suggests how serious and irreversible the effects of climate change might be. The use of the word 'doomsday' suggests that there is a crisis</li> <li>• the metaphorical use of 'the snowball' links to the references to the 'Greenland ice sheet' and 'glaciers'. This adds power to the sense of inevitability of the outcome of global warming</li> <li>• the use of listing of the effects of changes in weather patterns, 'wildfires, hurricanes, heatwaves, floods, storms, droughts', which presents a picture of a frightening future for the reader</li> <li>• the repetition of 'more' emphasises how serious the impacts might be</li> <li>• the use of the idiom 'on steroids', which suggests how extreme and intense the weather is becoming</li> <li>• the repetition of 'less' contrasts with the previous repetition of 'more', which suggests how out of control the weather is becoming</li> <li>• the use of 'dramatic', which is repeated, emphasises how significant climate change might be</li> <li>• the contrast between 'faraway future' and 'right here and now' shows how serious the writer thinks the climate crisis is</li> <li>• the use of the tricolon, 'honesty, integrity and courage', which are admirable qualities which may appeal to the reader's sense of decency</li> </ul>	

	<ul style="list-style-type: none"> <li>• the asyndetic tricolon, ‘drastic, immediate, far-reaching’, highlights the challenges faced by people trying to change attitudes</li> <li>• the metaphorical description of ‘the bathtub’, which gives a clear and accessible idea of the problem to the reader</li> <li>• although the tone of the majority of the text is pessimistic, there is hope: ‘a small chance of avoiding’</li> <li>• the metaphorical language used in the final paragraph, ‘precipice’, ‘closer to the edge’, which again presents a strong visual image of the dangers</li> <li>• the final emphatic sentence which repeats ‘right here’ and ‘right now’</li> <li>• the use of the inclusive pronoun ‘we’ throughout.</li> </ul>	<b>(10)</b>
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<b>Question 6</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2</b> Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	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>• offers young people encouragement: ‘have potential to make a difference’, ‘some ways you can take control’</li> <li>• uses questions to make the reader think: ‘are we living in harmony with nature?’</li> <li>• uses sub-headings to identify different ways young people can help</li> <li>• provides reassurance that protecting the environment does not have to be very complicated: ‘simple, yet effective’</li> <li>• gives explanations of why change is needed: ‘plastic is one of the most significant contributors to soil and marine pollution’</li> <li>• gives practical advice: ‘practical help like beach clean-ups’, ‘shorter showers’, ‘turning your taps off’</li> </ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"> <li>• uses direct address/inclusive pronouns</li> <li>• identifies issues and offers practical solutions</li> <li>• has a (generally) positive tone</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• initially presents an understanding of people who do not agree with the issues around climate change: ‘What’s not to like?’</li> <li>• presents alarming examples of how the climate is changing: ‘destabilising’, ‘being disrupted’</li> <li>• uses examples of the effects of climate change: ‘Greenland ice sheet is melting’, ‘wildfires, hurricanes, heatwaves’</li> <li>• suggests that climate change needs to be dealt with urgently: ‘has become a crisis sooner than expected’</li> <li>• references ‘reports’ but does not give details of them: ‘Recent reports’, ‘Other reports’</li> <li>• does not offer practical solutions but uses rhetorical devices to persuade readers of the importance of taking action: ‘When your bathtub is about to overflow’</li> <li>• uses imagery to present how critical the situation is: ‘the precipice’, ‘another inch closer to the edge’</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>• uses direct address/inclusive pronouns</li> <li>• identifies the seriousness of the situation</li> <li>• is (generally) pessimistic but does show (some) hope</li> </ul>

**Points of comparison**

- Text One is aimed at young people/Text Two is aimed at the public and governments
- Text One is focused on actions/Text Two is focused on the problems
- Text One is advisory and persuasive/Text Two is informative and persuasive
- Text One is a blog/Text Two is an extract from a book
- Text One uses sub-headings/Text Two uses rhetorical techniques
- Text One is positive (optimistic)/Text Two is negative (pessimistic)
- both texts present climate change and its effects on the environment as a problem
- both texts stress the need for action
- both texts are persuasive
- 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	<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 letter to a friend 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 damage that is being caused to the environment and our climate</b></p> <ul style="list-style-type: none"> <li>• damage to land</li> <li>• reduced natural resources</li> <li>• fewer trees/deforestation</li> <li>• less fresh water</li> <li>• fewer fossil fuel resources</li> <li>• damage to wildlife (from plastics)</li> <li>• release of methane from farming</li> <li>• waste (caused by the throwaway society)</li> <li>• problems caused by industrial emissions</li> <li>• carbon emissions</li> <li>• melting ice caps/glaciers</li> <li>• extreme weather events</li> </ul> <p><b>What can be done</b></p> <ul style="list-style-type: none"> <li>• even individuals can make a difference</li> <li>• form groups to tackle specific issues</li> <li>• always think about how much ‘stuff’ you use or buy</li> <li>• recycle</li> <li>• re-purpose</li> <li>• think about what is used, e.g. water</li> <li>• try to avoid materials that do not biodegrade</li> <li>• try to minimise carbon footprint</li> <li>• try to cut back on meat</li> <li>• try not to buy too much</li> <li>• campaign</li> </ul> <p><b>Reasons why people may not want to take action</b></p> <ul style="list-style-type: none"> <li>• can feel incapable of making a difference</li> <li>• can feel they have no power (because of their age)</li> <li>• do not think their voice will be heard</li> <li>• do not think they will be taken notice of</li> <li>• individuals can have no impact</li> <li>• climate change does not necessarily seem a bad thing</li> <li>• it will not happen for ages</li> <li>• it is the concern of industries and governments not individuals.</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: different types of group (large or small) e.g. school councils, sports teams, action or charity groups, fund-raising committees; the advantages of working in a group, e.g. cooperation, pooling ideas and expertise, shared workload, increased motivation; the disadvantages of group work e.g. strong characters may dominate, there could be conflict or disagreement, individuals might make more effort and be more creative.</p> <p>N.B. Candidates may discuss working as an individual in a positive way.</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 from a wide range of untidy places which may be real or imaginary such as their houses, bedrooms, sheds, garages or more public places or buildings such as schools, shopping malls, markets, parks, beaches, streets or even rubbish tips.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, 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>

