



# Mark Scheme (Post- Standardisation)

## Summer 2025

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

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Summer 2025

P77003

Publications Code 4EB1\_01R\_2506\_MS

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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.
- 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>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Hassan and Amir chased the nomads</li> <li>• the nomads were passing through Kabul/they arrived in caravans</li> <li>• could hear them from a distance</li> <li>• could hear the mewling of the sheep</li> <li>• could hear the baaing of the goats</li> <li>• could hear the jingling of bells on the camels</li> <li>• the men had dusty, weather-beaten faces</li> <li>• the women wore long, colorful shawls/beads/silver bracelets</li> <li>• hurled pebbles at goats/squirted water at mules/fired pebbles at camels' rears</li> </ul>	<b>(1)</b>

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>2</b>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• washed up</li> <li>• prayed</li> <li>• prepared breakfast/made tea/toasted naan</li> <li>• placed breakfast neatly on the table</li> <li>• made the bed</li> <li>• polished the shoes</li> <li>• ironed the outfit/clothes</li> <li>• packed the books/pencils/school bag</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
3	<p>Reward responses that demonstrate how the narrator presents his relationship with Hassan.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• initially shows the unusual nature of the friendship by using the adjective 'curious'</li> <li>• this is supported by the negative 'I had never thought'</li> <li>• the activities they shared: 'ride a bicycle with no hands, or to build a fully functional homemade camera out of a cardboard box' show how close their relationship was</li> <li>• the repetition of 'never mind' shows that the narrator does not entirely consider Hassan to be a friend even though they have shared experiences</li> <li>• the two final short sentences in the first paragraph indicate the problems and issues around their friendship</li> <li>• the (idyllic) description of their childhood 'one long lazy summer day' shows that the relationship impacted the narrator, together with the tricolon listing of typical children's games: 'hide-and-peek, cops and robbers, cowboys and Indians'</li> <li>• the description of 'typical' (stereotypical) activities that young boys get up to: 'we chased the Kochi', 'hurled pebbles', 'squirred water', which (again) shows how normal their friendship is</li> <li>• this is contrasted with their time in the bazaars: 'we strolled', 'we talked about', 'sneaked', 'wandered' which presents a calmer aspect to their activities</li> <li>• 'my father gave us each a weekly allowance' shows how close the relationship is (like brothers)</li> <li>• the 'daily routine' shows the inequalities in the relationship 'by the time...prepared my breakfast'</li> <li>• the narrator is shown to be self-centered: 'while I ate and complained...Hassan made my bed'</li> <li>• the use of the tricolon, 'washed up, prayed and prepared my breakfast', emphasises the extent of Hassan's morning duties</li> <li>• the use of asyndetic listing to describe the chores Hassan does daily emphasises to the reader how many there are as well as making them appear never-ending: 'made my bed...', 'hand-washing dirty clothes...'</li> <li>• the tricolon, 'met up, grabbed a book, and trotted up a bowl-shaped hill', captures a sense of childhood innocence</li> </ul>	

	<ul style="list-style-type: none"><li>• the names carved on a tree, 'Amir and Hassan, the sultans of Kabul', show the narrator thinks they are equals</li><li>• the sudden (shocking) revelation that Hassan cannot read: 'I read him stories he couldn't read for himself' emphasises the difference between the two friends</li><li>• the use of 'drawn to the mystery', 'seduced by a secret world', suggests the pleasures to be had from reading and how magnetic the attraction is</li><li>• 'he was far better at solving them than I was' shows that although Hassan was uneducated, he was not stupid</li><li>• however the narrator is shown to patronise Hassan: 'read him unchallenging things'</li><li>• Hassan enjoys the stories: 'insisted'.</li></ul>	<b>(10)</b>
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<b>Question 3</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

**Text Two**

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>4</b>	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• she was calm/collected</li> <li>• she made the necessary phone calls</li> <li>• she tracked down a spare set of keys</li> <li>• she offered to drive the writer (halfway across the city) to collect them</li> <li>• she fed the dog</li> <li>• she comforted the writer</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>• she thinks the house is stylish</li> <li>• she thinks it is cosy/lived-in</li> <li>• she thinks it is immaculate</li> <li>• she feels relaxed</li> <li>• she feels comfortable</li> <li>• she feels completely unselfconscious</li> <li>• she feels that she is with a family member/not a new friend</li> <li>• she loves that she can make Claudia laugh</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer presents her friendship with Claudia.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• in the first sentence the writer immediately shows the depth of her feelings: 'if friendships are the real love stories of our lives'. The reference to 'love' emphasises how special this is</li> <li>• the use of 'the one', which references teenage romance, shows how important Claudia is to the writer</li> <li>• the use of the personal anecdote to set the scene: 'It was Saturday night' and the detail of the problem, 'locked out', 'two-year old daughter alone inside', creates tension</li> <li>• the use of the adverb 'mainly', shows how much the writer relies on Claudia and the repetition of 'grateful' emphasises this</li> <li>• the use of contrasts: 'mortified and distraught' and 'calm and collected' suggests how capable Claudia is</li> <li>• the list of help Claudia offered: 'she made the necessary phone calls...', which shows how Claudia is considerate and thoughtful</li> <li>• the use of the description, 'she was...in her dressing gown', emphasises how inconvenient this is, showing the reader what a good friend she is</li> <li>• the description of the car journey is made to sound unpleasant, 'six hours in her car', 'threw up', 'stressful', which shows the strength of their friendship</li> <li>• this is emphasised by: 'the experience morphed into a funny story'</li> <li>• the use of short sentences describing Claudia is deliberately constructed to shock/surprise the reader. The first three are things we might typically associate with friends: 'make each other laugh', 'text constantly', 'everything I want in a friend'. Most readers would be surprised by the last two: 'She's also 72. Three decades older than me'</li> <li>• the use of the flashback to tell how they met</li> <li>• the writer uses 'blankly', 'frazzled' and 'not in the mood' to show she isn't looking for a friend</li> <li>• the use of: 'so friendly I warm to her', shows the positive personality that Claudia has, which is emphasised by the adverb 'immediately'</li> <li>• the reference to time, 'a few months', which shows how (sometimes) friendships take time</li> </ul>	

	<ul style="list-style-type: none"><li>• suspense is (deliberately) created by: 'I have no idea what to expect', 'anything in common'</li><li>• the positive description of Claudia: 'thoughtful gifts', 'a smile that radiates such warmth', shows the reader that she is kind and friendly</li><li>• the description of the writer's thoughts and feelings when she visits Claudia shows how comfortable the writer feels with Claudia: 'sink into her plush carpet', 'relaxed and comfortable', 'completely unselfconscious'</li><li>• the use of the tricolon: 'unconditional love, protection and emotional support', shows how their friendship has helped the writer and reminds the reader that these are all things we hope for in friends</li><li>• the ending, 'who now has a spare set of keys', references the anecdote at the beginning.</li></ul>	<b>(10)</b>
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<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>• initially presents the friendship as unusual: ‘Not in the usual sense, anyhow’</li> <li>• gives several examples of activities they engaged in: ‘taught each other to ride a bike’, ‘playing hide-and-seek’</li> <li>• shows them misbehaving: ‘we chased’, ‘we hurled’</li> <li>• shows the differences in their lives: ‘By the time...prepared my breakfast’, ‘complained about my homework...pencils’</li> <li>• presents the friendship as everlasting: ‘made it formal: the tree was ours’</li> <li>• shows the writer cares for Hassan: ‘I read him stories he couldn’t read for himself’</li> <li>• shows the writer is a little intimidated by Hassan’s ability: ‘I stopped reading those’, ‘I read him unchallenging 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>• is first-person narrative</li> <li>• is fictional</li> <li>• is about a friendship between two young boys</li> <li>• presents the friendship as enjoyable (mostly)</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• starts with a personal anecdote: ‘it was the Saturday night I stood on her doorstep’</li> <li>• shows how caring Claudia is: ‘she made the necessary phone calls’</li> <li>• shows how well they get along: ‘lots in common’, ‘make each other laugh’, ‘text constantly’</li> <li>• shows how friendship can take time: ‘a few months’</li> <li>• mentions Claudia’s age: ‘She is 72. Three decades older than me’</li> <li>• shows how a good friend can make you feel: ‘relaxed and comfortable’, ‘unselfconscious’</li> <li>• presents friendship in a (very) positive way: ‘unconditional love, protection and emotional support’</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>• is an article</li> <li>• is a first-person account</li> <li>• is about a friendship between two women</li> <li>• presents friendship as positive</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>• Text One is fictional/Text Two is non-fiction</li> <li>• Text One is entertaining/Text Two is informative</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Text One is about boys from different backgrounds/Text Two is about women from different age groups</li><li>• Text One gives several examples of the activities the children took part in/Text Two talks about how the women met</li><li>• Text One shows how friendships are not always straightforward/Text Two shows how wonderful friendship can be</li><li>• both texts are about unusual friendships</li><li>• both texts show friends helping each other</li><li>• both texts show the importance of friends</li><li>• both texts clearly convey the writers' ideas and perspectives.</li></ul> |
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Reward all valid points.

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

**SECTION B: Reading and Writing**

<b>Question Number</b>	<b>Indicative content</b>
<b>8</b>	<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><b>The different types of friends that people have</b></p> <ul style="list-style-type: none"> <li>• people from different religions</li> <li>• people from different backgrounds</li> <li>• people with different education</li> <li>• people of a different age</li> <li>• people with different lifestyles</li> <li>• people from different areas/countries</li> </ul> <p><b>The things people do with their friends</b></p> <ul style="list-style-type: none"> <li>• learn new skills</li> <li>• make things</li> <li>• take part in competitions</li> <li>• play games</li> <li>• visit places</li> <li>• tell stories/read together</li> <li>• help with problems</li> <li>• bring presents</li> <li>• make you feel welcome</li> <li>• have fun</li> <li>• spending time together</li> </ul> <p><b>How having different friendships can improve life</b></p> <ul style="list-style-type: none"> <li>• you can work together</li> <li>• you have someone to be with</li> <li>• they can look after you</li> <li>• you can learn from them</li> <li>• they can sort out problems for you</li> <li>• they can lighten the mood</li> <li>• they can laugh with you</li> <li>• they care about you.</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: it is important to be interested in people/ideas from different perspectives; celebrities and influencers are more interesting than people you are familiar with; you can experience and learn new things by following celebrities and influencers; family and friends know you very well and can help and advise you better than people who do not know you at all; it is too easy to become obsessed by celebrities and influencers; some celebrities and influencers can have a very bad effect.</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 range of people who may be real (alive or dead) or imaginary. Answers may include descriptions of the person, the qualities that makes the chosen person a best friend and the positive effects the friendship had on them or what it meant to them.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what the person was like and how their friendship has had a positive effect, 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>A05: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.</b>
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structures as appropriate.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>