



# Mark Scheme (Results)

## November 2025

Pearson Edexcel International GCSE In

English Language (4EB1)

Paper 01

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November 2025

Question Paper Log Number P78879A

Publication Code 4EB1\_01\_2511\_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.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## 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>• revolutionised (our) everyday communication</li> <li>• removed all physical barriers</li> <li>• opened up a new world</li> <li>• connecting with people</li> <li>• can connect without constraints of time/space/distance</li> <li>• can order food</li> <li>• go shopping/buy televisions</li> <li>• post photos</li> <li>• send messages across the globe (instantly)</li> <li>• watch news in real time</li> </ul>	<b>(1)</b>

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>2</b>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• it is important to instil good habits</li> <li>• turn off notifications during mealtimes</li> <li>• leave mobile phones in a different room when doing homework</li> <li>• switch devices to airplane mode before bedtime</li> <li>• treat others as one would wish to be treated</li> <li>• treat people online the same as you would face-to-face</li> <li>• everything they post leaves a digital footprint</li> <li>• posts can be seen by teachers/friends' parents/potential employers</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
3	<p>Reward responses that show how the writer presents ideas about manners in digital communication</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the opening sentence uses a tricolon, ‘modern technology, social media and instant communication’, to attract the reader’s attention and emphasise the impact these may have on our lives</li> <li>• the verb ‘revolutionised’ demonstrates how world-changing the internet has been, and by using the verbs ‘removed’ and ‘opened up’ the writer portrays the positive aspects of the internet</li> <li>• the listing of ‘ordering a takeaway to buying a new television or sharing the first pictures of your newborn child’ presents the range and variety of activities that we now do online</li> <li>• the use of the parallel structure ‘with new opportunities come new responsibilities’ clearly presents the main idea of the text</li> <li>• ‘If not more so’ shows how strongly the writer feels and the short phrase is used to make the reader understand the importance of good manners online</li> <li>• the use of the informal ‘24/7’ suggests how people feel pressured to be constantly available</li> <li>• the tricolon ‘friends, family and business associates’ shows the wide range of online communications, which suggests that people have many contacts and that this can be time-consuming</li> <li>• by using the contrasting examples of ‘telephone someone after 7’ and ‘WhatsApp notifications late into the night’ the writer persuades the reader that we might have a problem with online activity</li> <li>• the use of ‘switch off and recuperate’ clearly persuades the readers that the internet can negatively affect our health as we usually ‘recuperate’ after an illness</li> <li>• the noun ‘distractions’ presents a negative aspect of social media, persuading readers that something might need to be done about online behaviour</li> <li>• ‘checked their social media platforms at least ten times when they were out with friends’ is presented by the writer as shocking and which might persuade readers that there is a problem with online behaviour</li> <li>• the adjective ‘deliberate’, which has connotations of control, shows the writer suggesting positive actions which can be taken. This is emphasised by the positive phrase ‘who we really are’, which is how the reader would wish to be seen</li> </ul>	

	<ul style="list-style-type: none"><li>• the adverb 'never' and adjective 'vital' highlight how important it is to be aware of online behaviour</li><li>• the writer (helpfully) lists suggestions to improve children's habits online 'turning notifications off during mealtimes, leaving mobile phones in a different room during homework time and switching devices to airplane mode before bedtime', which may reassure readers as these are realistic options</li><li>• the use of capitals for 'Golden Rule' clearly shows readers how important good manners are online as well as face-to-face</li><li>• the final sentence is designed to make readers reflect on their online activity as well as that of their children</li><li>• the writer uses inclusive pronouns: 'we', 'you', to demonstrate the universality of this issue</li><li>• the references to statistics and studies adds authenticity.</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>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• (widespread availability of) smartphones</li> <li>• culture of instant communication</li> <li>• brief textual exchanges have replaced more formal written communication</li> <li>• increase in two-income households</li> <li>• less time for parents to instill traditional manners</li> <li>• (isolation because of) COVID-19</li> <li>• people used to live where they knew everyone</li> <li>• increase in mobility</li> <li>• less of a sense of collective responsibility</li> <li>• people are less likely to criticise or correct bad behaviour</li> </ul>	<b>(1)</b>

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>5</b>	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• (texting/online communication) is more informal</li> <li>• (texting/online communication) often uses emojis/abbreviations/slang</li> <li>• (older generations) see informality/this as sloppy/disrespectful</li> <li>• (millennials/Gen Z think) it is faster/more natural</li> <li>• (they think) capitalization/punctuation can be hostile</li> <li>• (older generations say) it is easy to misunderstand (tone and meaning in text)</li> <li>• digital natives can communicate clearly using their own rules</li> <li>• this is a new way of communicating/a new use of language</li> <li>• (older generations) have yet to learn the new language</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
6	<p>Reward responses that show how the writer presents her ideas about manners in the 21st century.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of an initial question to make the readers think</li> <li>• the phrase ‘relics of the past’ presents the way that people in the 21st century might think that manners are old-fashioned, out of date or antiquated</li> <li>• the adjective ‘significant’ and noun ‘transformation’ indicate to the reader that there have been important changes in people's behaviour recently</li> <li>• the writer uses the adverb ‘fundamentally’ to show how far reaching she believes the changes to be</li> <li>• the tricolon, ‘text, tweets and emojis’, emphasises some of the new areas where manners might have to be considered</li> <li>• she identifies Gen Z as perhaps having a problem ‘particularly’, but she shows that she is not demonising (just) Gen Z by saying ‘it isn't just those in Gen Z’</li> <li>• she introduces the idea of manners historically as ‘pillars of social etiquette’, which might present them as rather oppressive and daunting to modern generations. This is underlined by the list of manners, which may seem irrelevant to Gen Z: ‘Writing thank-you notes...’</li> <li>• the writer shows she understands why there have been changes: ‘culture of instant communication’, ‘less time for parents to instill’, ‘the isolation caused by the COVID-19 pandemic’</li> <li>• the use of ‘Decades ago’ suggests to the readers that things were different in the past. ‘They grew up...’ and the reference to ‘less of a sense of collective responsibility’ shows how people's attitudes have changed</li> <li>• the writer shows that the changes in society are positive/beneficial by using the adjectives ‘accepting and equal’, which may suggest that it is a time for change</li> <li>• the description ‘increasingly rare’ suggests how much manners have changed</li> <li>• the use of ‘thank-you text’ to replace ‘thank-you notes’ informs the reader that this is the future of written communication/a new form of communication</li> <li>• the tricolon ‘emojis, abbreviations and slang’ focuses the reader on areas that concern older generations about Gen Z's online communication</li> <li>• the contrast of ‘sloppy or disrespectful’ with ‘faster and more natural’ shows how much has changed and also the gulf in understanding between the generations</li> </ul>	

	<ul style="list-style-type: none"><li>• the writer positively presents that Gen Z is not ignorant but has deliberately developed their own way of clear communication: 'share exactly what they mean'. Using the adverb 'exactly' emphasises the conscious and intentional nature of their choices</li><li>• the writer shows support/understanding/empathy for Gen Z by introducing positive nouns: 'respect or kindness' and positively emphasises their communication 'valuing authenticity and directness'</li><li>• the tricolon 'Respect, consideration and kindness' shows the values that the writer considers important</li><li>• the final point, 'more important than rigid adherence to outdated rules', is reassuring</li><li>• the use of direct address encourages the reader to think about their own behaviour</li><li>• the use of the inclusive pronoun, 'we', ensures that all readers realise their involvement in the issues being discussed</li><li>• the use of interrogative subheadings which encourage the reader to think about the answers to these questions.</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>• presents the idea that the internet has had a huge impact on communication and gives many examples of how we use the internet: 'takeaways', 'first pictures'</li> <li>• explains how reliant we have become on instant communication: '24/7', 'around the clock', 'late into the night'</li> <li>• gives examples of problems: 'an increase in stress levels and disrupts employees' work-family balance'</li> <li>• offers helpful advice: 'Try putting your mobile phone in a different room or turning it onto airplane mode in the evenings.'</li> <li>• describes the impact of social media: 'altered our personal space'</li> <li>• offers cautionary advice: 'once something has been posted'</li> <li>• advises parents about how to help with their children's online behaviour: 'the Golden Rule'.</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 'you'</li> <li>• offers useful/practical advice</li> <li>• is an advisory article.</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• presents ideas about how recent generations have different manners and behaviour from older generations: 'has undergone a significant transformation in the past generation'</li> <li>• uses examples of how communication has changed recently: 'diminishing face-to-face interactions'</li> <li>• gives examples of things that were considered good manners: 'Writing thank-you notes...'</li> <li>• shows understanding of the reasons for the change in manners: 'smartphones', 'two-income homes', 'COVID-19'</li> <li>• explains why Gen Z use texts rather than handwritten notes: 'more appropriate'</li> <li>• presents the idea that Gen Z are not 'sloppy' and use their written communication deliberately: 'to share exactly what they mean'</li> <li>• presents the values that the writer considers important: 'Respect, consideration and kindness'</li> <li>• offers a positive conclusion: 'a spirit of mutual respect and understanding is more important than rigid adherence to outdated rules.'</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 positive about the manners of Gen Z</li> <li>• identifies why changes have happened</li> <li>• has a reassuring tone</li> <li>• is informative.</li> </ul>

**Points of comparison**

- Text One is about digital manners/Text Two is about how traditional manners have changed
- Text One is focused solely on behaviour online/Text Two is focused on how modern generations communicate
- Text One is mostly advisory and cautionary/Text Two is informative and persuasive
- Text One uses subheadings to introduce topics/Text Two uses interrogative subheadings
- Text One suggests it is important to have guidelines/Text Two suggests there should be greater flexibility and understanding
- both texts discuss how manners have changed and adapted recently
- both texts suggest that digital communication, social media and the internet have had an impact on the way that recent generations communicate
- both texts are positive
- both texts clearly convey the writers' ideas and perspectives.

Reward all valid points.

<b>Question 7</b>		
<b>Level</b>	<b>Mark</b>	<b>A03</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>Positive aspects of modern communication and manners</b></p> <ul style="list-style-type: none"> <li>• global communication</li> <li>• instant connectivity with friends/work colleagues</li> <li>• changes our interactions with individuals and groups</li> <li>• rules are less strict</li> <li>• people are more tolerant</li> <li>• society is more multicultural</li> <li>• it is quicker</li> <li>• it can be genuine</li> <li>• it can be honest</li> <li>• respect/thoughtfulness/kindness can all be shown</li> <li>• Gen Z's texts are as respectful as older generations' communication</li> </ul> <p><b>Problems with modern communication and manners</b></p> <ul style="list-style-type: none"> <li>• constant expectation/requirement to be available</li> <li>• difficulty switching off</li> <li>• constantly checking phones/social media</li> <li>• once material is posted it can never be deleted</li> <li>• giving children tech and not controlling their use</li> <li>• problems with face-to-face communication</li> <li>• older generations have different expectations about polite ways to communicate</li> <li>• it is more difficult to know how to behave face-to-face nowadays</li> <li>• older generations may not understand new forms of communication</li> </ul> <p><b>Advice on how to improve online behaviour and show good manners</b></p> <ul style="list-style-type: none"> <li>• make time away from tech</li> <li>• use social media carefully</li> <li>• be aware of digital footprint</li> <li>• teach children how to behave online</li> <li>• learn to accept changes</li> <li>• be polite</li> <li>• be respectful</li> <li>• be thoughtful</li> <li>• be kind.</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: examples of people being kind either from the candidates' own lives or more famous examples; discussion of what being kind means and why it is important; the positive attributes associated with kindness; reasons why people may not always be kind; discussion of whether there are times when being kind is not a priority.</p> <p>Examiners should be open to a wide range of interpretation.</p>

<b>Question Number</b>	<b>Indicative content</b>
<b>10</b>	<p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</p> <p>NB: Explicit reference to the title may not be mentioned until the end of the story.</p> <p>Examiners should be open to a wide range of interpretation.</p>

<b>Question Number</b>	<b>Indicative content</b>
<b>11</b>	<p>Candidates may choose a range of possessions, which may be real or imaginary. Answers may include descriptions of the possession and what it means to them.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what the possession is and why it is significant, 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>