



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE  
In English Language B (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.

## Specific Marking Guidance

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

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

### Placing a mark within a level

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

AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.
AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

## SECTION A: Reading

### Text One

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• a quick walk (helps)</li><li>• it can make a difference to your mood</li><li>• immersing yourself in nature (helps)</li><li>• you can switch off from worries</li><li>• you can disconnect from civilisation</li><li>• it gives you a well-deserved break</li></ul>	(1)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• conquering a mountain</li><li>• hiking (a trail)</li><li>• an evening walk</li><li>• popping outside (in your lunch break)</li><li>• forcing yourself off the couch</li><li>• (enjoying an incredible) coastal walk</li></ul>	(1)

Question Number	Indicative Content	Mark
3	<p>Reward responses that demonstrate how the writer presents her ideas about the importance of spending more time outdoors.</p> <p>Responses may include:</p> <ul style="list-style-type: none"><li>• the use of 'unhealthy and unhappy', which immediately suggests there is a problem</li><li>• the use of colloquial direct address and informal language: 'Don't get me wrong', appeals to the intended audience and the use of direct address, 'listen up', attracts the reader's attention</li><li>• the reference to 'cat videos on Facebook and binge on Netflix' is light-hearted but also demonstrates that the writer is similar to and identifies with her audience</li><li>• the use of numbering and sub-headings</li><li>• the simile 'like another limb' is used to suggest how essential smartphones are to young people</li><li>• the reference to 'psychological studies' adds weight to her argument</li><li>• the use of imperatives: 'ditch the Wi-Fi', 'get yourself outdoors'</li><li>• the use of listing: 'the media, social platforms and smartphones', 'work, study or social-related', 'smartphones, computers and televisions'. These are all tricolons used to emphasise the extent of the problems</li><li>• the positive description of the benefits of being outdoors: 'strengthen our ability to concentrate', 'increase your attention span'</li><li>• the (alarming) list of symptoms of lack of vitamin D</li><li>• the use of alliteration, 'fantastic form', which suggests to the reader how good it is</li><li>• the use of listing identifies another set of alarming health issues which the reader would want to avoid: 'high blood pressure, heart disease and obesity'</li><li>• the use of personal anecdote: 'I can vouch for how much'</li><li>• the activity does not have to be ambitious: 'a stroll in the park', 'mountain (of any size)'. This would reassure readers that exercise is accessible to all</li><li>• the writer ends on a positive and upbeat final section: 'you'll start feeling much happier'</li><li>• the use of 1<sup>st</sup> person (throughout)</li><li>• the use of inclusive pronouns and direct address: 'you', 'why not ditch the work'</li><li>• the colloquial and light-hearted style.</li></ul>	(10)

<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

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
4	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• the first big hill</li><li>• it was immediately tiring</li><li>• the cold (was unyielding)/it was frozen</li><li>• breathing hard</li><li>• his heart rate increased/ heart kabooming alarmingly</li><li>• he was hopelessly out of shape</li><li>• his pack weighed way too much</li><li>• he was ill-prepared</li><li>• it was a struggle</li></ul>	(1)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
5	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• reaching high ground/the summit</li><li>• the chilled air</li><li>• the smell of pine sap</li><li>• the vegetation</li><li>• sprawl face down/pressed by the weight of his pack/lies for some minutes</li><li>• (reflecting in a distant) out of body way/light-headed</li><li>• the lichen</li><li>• looking at nature</li><li>• roll over/unhook from his pack/struggle to his feet</li><li>• the view is sensational</li><li>• the boundless vista/wooded mountains</li><li>• it was like heaven</li><li>• it was splendid</li></ul>	(2)



Question Number	Indicative Content	Mark
6	<p>Reward responses that demonstrate how the writer presents his experiences of his walk.</p> <p>Responses may include:</p> <ul style="list-style-type: none"><li>• the use of contrasts in the initial paragraph. The ‘chuckling stream’ is contrasted with ‘brittle ice’ and ‘denser woods’. The sky, described as ‘hearty blue’, is contrasted with the ‘brown’ ground, which is reinforced by the repetition of ‘brown’</li><li>• the adjective ‘unyielding’ emphasises how bad the cold is</li><li>• the list of his physical symptoms is both humorous and also worrying, ‘bug-eyed, breathing hard’, emphasised by the use of the onomatopoeia: ‘kabooming’</li><li>• the play on words (pun) of ‘weighed’ and ‘way too much’ adds humour</li><li>• the use of short sentences</li><li>• the repetition of ‘hopelessly’ and ‘way too much’ emphasises the difficulties the writer faced</li><li>• the tricolon list, ‘Between the curtain of trees at every side, the ever-receding contour of rising slope before you, and your own plodding weariness’, highlights the confusion the writer feels</li><li>• the repetition of ‘beyond’ and ‘another’ shows how apparently endless the walk seems to be</li><li>• the use of ‘pitiless deception’, which suggests that the hills are alive and malign</li><li>• the repetition, ‘ages and ages’, suggests how long it has taken and is quite child-like</li><li>• the description of the high ground, ‘chilled air’, ‘vegetation is gnarled’, which is not entirely appealing</li><li>• his behaviour, ‘past caring’, ‘sprawl face down’, which shows how tired he already is. This is emphasised by ‘reflecting in a distant, out-of-body way’</li><li>• the description of the view suggests it should offer compensation: ‘sensational’, ‘This really could be heaven’, ‘splendid’. This contrasts with ‘cannot escape’, which suggests he is trapped by his walk</li><li>• the repetition of ‘seven miles’ is both humorous and emphasises both how it should not be a problem but it is</li><li>• the (circular) repetition of ‘It was hell’ reminds the reader of how he felt at the beginning</li><li>• the personification of the pack he is carrying, ‘something that doesn’t want to be lifted’, and the description, ‘profound heaviness’, helps the reader to understand the difficulty. This is further emphasised by the use of direct address to the reader: ‘Imagine’, ‘Don’t tell me...’</li><li>• the alliteration, ‘world of weariness and woe’, which highlights how miserable he is</li><li>• the use of addressing the reader ‘you’ (throughout).</li></ul>	(10)

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

Question Number	Indicative content
7	<p>Responses may include the following points:</p> <p><b>Text One</b></p> <ul style="list-style-type: none"><li>• starts with personal anecdote with a positive viewpoint: 'make such a significant difference in my life', 'how enjoyable'</li><li>• uses numbered sub-headings to identify the benefits clearly</li><li>• uses familiar situations: 'work, study or social-related', 'finding it hard to concentrate'</li><li>• uses inclusive pronouns, 'we', 'you', which presents the ideas as something we all encounter</li><li>• gives positive reasons: 'extremely positive impact on your mental health', 'help combat many health issues', 'magnificent what a bit of fresh air can do to you'</li><li>• is reassuring 'whether it is a stroll in the park'</li><li>• ends on an upbeat note: 'you'll start feeling much happier'.</li></ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"><li>• the friendly, colloquial style</li><li>• there is a direct connection with the reader: 'you'</li><li>• the positive approach.</li></ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"><li>• makes an initial positive comment: 'wooded valley with a chuckling stream'</li><li>• quickly becomes negative: 'immediately tiring', 'the cold was unyielding'</li><li>• identifies the difficulties: 'hopelessly out of shape', 'weighed way too much', 'so ill-prepared'</li><li>• suggests the experience will never end: 'always more hill', 'ever-receding', 'gradually lose track'</li><li>• shows how exhausting the experience is: 'sprawl face down', 'lie there for some minutes', 'struggle'</li><li>• has some positivity: 'could be heaven'</li><li>• ends on a downbeat note: 'the wandering trail ran on'.</li></ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"><li>• the use of direct address: 'you'</li><li>• the use of humour</li><li>• the overall negative approach.</li></ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"><li>• Text One is advisory and informative/Text Two is entertaining and humorous</li><li>• Text One is aimed at young people/Text Two is aimed at the general public</li><li>• Text One presents walking outdoors as a positive experience/Text Two presents it as mostly unpleasant</li><li>• Text One is not about a single experience/Text Two is about a single trek</li><li>• both texts are based on the writers' experiences</li><li>• both texts are about walking in the outdoors</li><li>• both texts address the reader personally</li><li>• both texts clearly convey the writers' ideas, experiences and perspectives.</li></ul> <p>Reward all valid points.</p>

Question 7		
Level	Mark	A03 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"><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>
Level 2	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>
Level 3	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>
Level 4	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>
Level 5	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>

Question Number	Indicative content
8	<p>A suitable register for a talk to their 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>Advice about different types of walks</b></p> <ul style="list-style-type: none"><li>• walking in the park</li><li>• hiking in the hills</li><li>• climbing a mountain</li><li>• a lunchtime stroll</li><li>• an evening walk</li><li>• walking by the seaside</li><li>• walking a trail</li><li>• walking through woods/forests</li><li>• walking on rough tracks</li></ul> <p><b>The benefits of walking outside</b></p> <ul style="list-style-type: none"><li>• it helps with wellbeing</li><li>• it helps with fitness</li><li>• it helps with overall health</li><li>• it helps to overcome stress</li><li>• it increases brain capacity</li><li>• it can improve sleep patterns</li><li>• it helps to make you happier</li><li>• you see beautiful scenery</li><li>• you can get a sense of achievement</li></ul> <p><b>The problems you might experience</b></p> <ul style="list-style-type: none"><li>• you have to make the effort</li><li>• you have to make the time</li><li>• you have to ignore (attractive) distractions</li><li>• you have to be fit/prepared</li><li>• you can get disheartened/discouraged</li><li>• it can seem too much</li><li>• it can be exhausting</li><li>• it can be too far.</li></ul> <p>Reward all valid points.</p>

<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

Question Number	Indicative content
9	<p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: exercise is important as most people do not get enough; outdoor exercise is available to nearly everyone in the form of walking; exercising outdoors is very relaxing; people who do not exercise enough can become obese and unhappy; exercising indoors can be just as good for you; some people cannot get outside; not everywhere has fresh air; there are many other ways people can be happy.</p> <p>Examiners should be open to a wide range of interpretation.</p>

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

Question Number	Indicative content
11	<p>Candidates may choose a range of walks which may be real or imaginary. Answers may include descriptions of the walk and what they saw, heard, smelled and felt.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what the walk involves and descriptions of senses and feelings, 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: 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>

