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# **Mark Scheme (Results)**

June 2017

Pearson Edexcel International GCSE in  
English Language (4EB0) Paper 01

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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.

# Paper 1

## SECTION A

Assessment Objective:

- AO1 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (30 marks)

### Text One

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1</b>        | One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• it was inside the shop</li><li>• it was cramped</li><li>• it was stuffy</li><li>• it was little</li><li>• it had a desk</li><li>• the desk was heaped with invoices</li><li>• the desk was ringed with marks from the mugs</li></ul> <p style="text-align: right;">(2 x 1)</p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>2</b>        | One mark for <b>one</b> of the following: <ul style="list-style-type: none"><li>• he gets the sum right/he answered the question correctly/he knew the answer</li><li>• he does it quickly</li></ul> <p style="text-align: right;">(1 x 1)</p> | <b>(1)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>3</b>        | One mark each for any <b>three</b> of the following, <b>in own words</b> where possible: <ul style="list-style-type: none"><li>• fill the barrow with papers and magazines</li><li>• take the barrow onto platforms</li><li>• sell papers to passengers on trains/getting on trains/getting off trains/holidaymakers /commuters</li><li>• sell as many papers/make as much money as possible</li><li>• move around station to find customers</li><li>• refill the barrow as and when necessary</li><li>• give takings to Mr. Hoskyns to be checked</li></ul> <p style="text-align: right;">(3 x 1)</p> | <b>(3)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 4               | <p>One mark each for any <b>four</b> of the following, <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• they challenged each other</li> <li>• they were enthusiastic about the battle</li> <li>• they sped about the station</li> <li>• they tried to get the best site/place</li> <li>• they kept a watch on each other's progress</li> <li>• they used aggressive selling tactics/they annoyed/bothered passengers for sales</li> <li>• he won the challenge</li> <li>• he felt upset at winning</li> <li>• he felt ashamed at beating them</li> <li>• he felt regret that he had not let them win</li> <li>• he realises his prospects are far better than his co-workers</li> </ul> <p style="text-align: right;">(4 x 1)</p> | <b>(4)</b> |

## Text Two

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>5</b>        | <p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• she has to get up early</li> <li>• sometimes she gets up in the dark</li> <li>• sometimes it is cold</li> <li>• she has to finish her round</li> <li>• she has to get to the bus stop (on time)</li> <li>• she has to stay awake (for double maths)/be wide-awake</li> </ul> <p style="text-align: right;">(2 x 1)</p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>6</b>        | <p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• working in a fabric shop (the writer)</li> <li>• working in a bakery (Viki)</li> <li>• doing a newspaper round (Viki)</li> <li>• working at a pharmacy/chemist (Viki)</li> </ul> <p style="text-align: right;">(2 x 1)</p> | <b>(2)</b> |

| Question Number                                       | Answer   | Mark  |           |  |  |  |                                     |   |                                    |   |   |                                       |                                      |                                 |   |            |
|---|--|-------|-----------|--|--|--|-------------------------------------|---|------------------------------------|---|---|---------------------------------------|--------------------------------------|---------------------------------|---|------------|
| <b>7</b>  | <p>One mark each for any <b>two</b> points.<br/>One mark for development/support of <b>each</b> point.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Point</th> <th style="width: 50%;">Quotation</th> </tr> </thead> <tbody> <tr> <td>They can manage their personal finances<br/>(1)</td> <td>'they learn to save and budget'<br/>(1)</td> </tr> <tr> <td>They develop freedom or self-confidence<br/>(1)</td> <td>'it encourages independence'<br/>(1)</td> </tr> <tr> <td>They interact better with others<br/>(1)</td> <td>'it improves social skills'<br/>(1)</td> </tr> <tr> <td>They understand dedication and obligation/duty<br/>(1)</td> <td>'they learn about commitment and responsibility'<br/>(1)</td> </tr> <tr> <td>They can develop relationships<br/>(1)</td> <td>'they might make new friends'<br/>(1)</td> </tr> <tr> <td>They can buy what they want (1)</td> <td>'saved her waitressing wages and bought her own iPod.'<br/>(1)</td> </tr> </tbody> </table> <p>Reward all valid responses and use of evidence.</p> <p style="text-align: right;">(2 x 2)</p> | Point | Quotation | They can manage their personal finances<br>(1) | 'they learn to save and budget'<br>(1) | They develop freedom or self-confidence<br>(1) | 'it encourages independence'<br>(1) | They interact better with others<br>(1) | 'it improves social skills'<br>(1) | They understand dedication and obligation/duty<br>(1) | 'they learn about commitment and responsibility'<br>(1) | They can develop relationships<br>(1) | 'they might make new friends'<br>(1) | They can buy what they want (1) | 'saved her waitressing wages and bought her own iPod.'<br>(1) | <b>(4)</b> |
| Point   | Quotation  |       |           |  |  |  |                                     |   |                                    |   |   |                                       |                                      |                                 |   |            |
| They can manage their personal finances<br>(1)        | 'they learn to save and budget'<br>(1)   |       |           |  |  |  |                                     |   |                                    |   |   |                                       |                                      |                                 |   |            |
| They develop freedom or self-confidence<br>(1)        | 'it encourages independence'<br>(1)  |       |           |  |  |  |                                     |   |                                    |   |   |                                       |                                      |                                 |   |            |
| They interact better with others<br>(1)               | 'it improves social skills'<br>(1)   |       |           |  |  |  |                                     |   |                                    |   |   |                                       |                                      |                                 |   |            |
| They understand dedication and obligation/duty<br>(1) | 'they learn about commitment and responsibility'<br>(1)  |       |           |  |  |  |                                     |   |                                    |   |   |                                       |                                      |                                 |   |            |
| They can develop relationships<br>(1)                 | 'they might make new friends'<br>(1)   |       |           |  |  |  |                                     |   |                                    |   |   |                                       |                                      |                                 |   |            |
| They can buy what they want (1)                       | 'saved her waitressing wages and bought her own iPod.'<br>(1)  |       |           |  |  |  |                                     |   |                                    |   |   |                                       |                                      |                                 |   |            |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>8</b>        | <p>One mark each for any <b>two positive</b> points and <b>one negative</b> point, <b>in own words</b> where possible:</p> <p><u>Positive points</u></p> <ul style="list-style-type: none"> <li>• it seems very easy</li> <li>• you can use your bike</li> <li>• you do not have to walk far</li> <li>• you can do it before school</li> <li>• you can earn a reasonable amount</li> </ul> <p><u>Negative points</u></p> <ul style="list-style-type: none"> <li>• you might have to be up very early</li> <li>• you might miss out on sleep</li> <li>• it is not very nice in the winter</li> <li>• the mornings might be dark</li> <li>• it might be dangerous</li> </ul> <p style="text-align: right;">(3 x 1)</p> | <b>(3)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>9</b>        | <p>One mark each for any <b>three</b> of the following, <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• be practical/think about what the job might involve</li> <li>• think about what a teenager is capable of</li> <li>• consider that some teenagers are very organised; others are not</li> <li>• think about the impact on schoolwork</li> <li>• think about a variety of jobs</li> <li>• consider whether teenagers can cope with the pressure of a shop job</li> <li>• think about the time involved</li> <li>• think about how teenagers get to work</li> <li>• be aware there may be disruption to parents' lives</li> </ul> | <b>(3)</b> |

## Both Texts

| Question Number  | Answer   | Mark  |
|------------------|--|---|
| <p><b>10</b></p> | <p>Accept EITHER choice:<br/>           For chosen text: (4 marks)<br/> <b>Two</b> marks for choice stated with clear personal response shown;<br/> <b>Two</b> marks for clear reference to text with examples given from text to support choice made e.g.</p> <p>Text One</p> <ul style="list-style-type: none"> <li>• first-person account/personal story</li> <li>• student viewpoint</li> <li>• fiction – short story but seems real</li> <li>• descriptive</li> <li>• entertaining</li> <li>• has direct speech</li> <li>• has detail about the job</li> </ul> <p>Text Two</p> <ul style="list-style-type: none"> <li>• first-person article</li> <li>• parent viewpoint</li> <li>• non-fiction</li> <li>• sympathetic/supportive</li> <li>• advisory/persuasive</li> <li>• layout – bullet points and subheadings</li> <li>• mentions several jobs</li> </ul> <p>For the other text: (2 marks)<br/> <b>One</b> mark for a clear personal response for reason the text was not chosen.<br/> <b>One</b> mark for an example to illustrate reason.</p> <p>Marks may be awarded for development of points as well as reference.</p> <p>Close critical analysis of language is an acceptable response.</p> <p>Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.</p> <p>Reward all valid responses that clearly state the reasons for the choices made.</p> <p style="text-align: right;">(4 + 2)</p> | <p style="text-align: center;"><b>(6)</b></p> |



## SECTION B

Assessment Objectives:

- AO1 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks)
- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks)
- AO3 – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

| Question Number | Indicative content   |
|-----------------|--|
| <b>11</b>       | <p>A suitable register for a school or college website contribution should be adopted.</p> <p>Candidates should address all areas. The following list indicates some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use examples of work situations other than those mentioned in the passages.</p> <p><b>The advantages:</b></p> <ul style="list-style-type: none"><li>• having fun (competing with other workers)</li><li>• earning money</li><li>• can fill in time</li><li>• can help the family</li><li>• might be interesting</li><li>• making new friends</li><li>• being independent</li></ul> <p><b>The disadvantages:</b></p> <ul style="list-style-type: none"><li>• early starts</li><li>• commitment</li><li>• pressure</li><li>• time management</li><li>• balancing job and studies</li><li>• might affect grades</li><li>• parents have to help</li></ul> <p><b>What might be learnt:</b></p> <ul style="list-style-type: none"><li>• money management</li><li>• understanding of working environment</li><li>• dedication</li><li>• commitment</li><li>• social skills</li><li>• sympathy for fellow workers</li></ul> <p>Reward all valid points.</p> |

**AO1**

Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

| Level          | Mark | Descriptor<br>Candidates should have:   |
|----------------|------|---|
| <b>Level 0</b> | 0    | No rewardable material  |
| <b>Level 1</b> | 1-2  | <ul style="list-style-type: none"> <li>referred to at least <b>one</b> bullet point</li> <li>included a small number of points with some relevance</li> <li>included some basic reference to experiences</li> <li>demonstrated a limited ability to locate and retrieve ideas and information</li> <li>given a relevant amount of limited detail</li> </ul>   |
| <b>Level 2</b> | 3-4  | <ul style="list-style-type: none"> <li>offered comment on at least <b>two</b> of the bullet points</li> <li>given some relevant points</li> <li>demonstrated some awareness of experiences</li> <li>brought in some relevant supportive points or evidence</li> <li>offered detail based on some relevant information</li> <li>showed some reasonable awareness of what was enjoyable</li> </ul>  |
| <b>Level 3</b> | 5-6  | <ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points securely</li> <li>offered a reasonable number of relevant points</li> <li>demonstrated sound awareness of the experiences</li> <li>showed secure appreciation of positive and negative aspects</li> <li>used appropriate material relevantly</li> <li>showed sound awareness of all 3 bullet points</li> </ul>  |
| <b>Level 4</b> | 7-8  | <ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points systematically</li> <li>offered a good number of relevant points, probably such as those suggested in indicative content</li> <li>demonstrated sustained consideration of the experiences</li> <li>made well-focused, pertinent comments about all aspects</li> <li>used evidence in an effective way</li> <li>demonstrated a good appreciation of all 3 bullet points</li> </ul>                                     |
| <b>Level 5</b> | 9-10 | <ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points in appropriate depth</li> <li>offered a wide range of relevant points such as those suggested in indicative content</li> <li>demonstrated strong regard for the nature of the experiences</li> <li>presented well-focused comments with strong reference to all aspects</li> <li>supported their points strongly with apt and well-chosen examples</li> <li>showed strong insight into all 3 bullet points</li> </ul> |

## AO2

Use professional judgment to award up to a maximum of 20 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

| Level          | Mark  | Descriptor   |
|----------------|-------|--|
|                | 0     | No rewardable material   |
| <b>Level 1</b> | 1-4   | <ul style="list-style-type: none"><li>• some indication that the text is intended as a website contribution</li><li>• some limited attempt to engage reader in subject</li><li>• basic ability to fit language to required task</li><li>• has at least some acknowledgement of the intended audience</li></ul>   |
| <b>Level 2</b> | 5-8   | <ul style="list-style-type: none"><li>• a fair attempt to create a website contribution in a suitable format</li><li>• generally adopts reasonably appropriate tone, but not sharply convincing or consistent</li><li>• some attempt to fit language and style to purpose</li><li>• has some register relevant to the specified audience</li></ul>   |
| <b>Level 3</b> | 9-12  | <ul style="list-style-type: none"><li>• sound in its capacity to write appropriately for a website contribution</li><li>• a clear grasp of how to relate to the specified audience</li><li>• writes with sound control over style and tone</li><li>• choice of register and vocabulary relates soundly to audience</li></ul>   |
| <b>Level 4</b> | 13-16 | <ul style="list-style-type: none"><li>• writing shows good appreciation of required approach and format for a website contribution</li><li>• a good, well-chosen tone of voice</li><li>• vocabulary varied, flexible and appropriate to the task</li><li>• relates well to the intended audience, with use of appropriate register</li></ul>   |
| <b>Level 5</b> | 17-20 | <ul style="list-style-type: none"><li>• style and structure very successful and highly appropriate for a website contribution</li><li>• successful and consistent adoption of apt tone</li><li>• choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly</li><li>• engages audience with sympathy, flair and assured language control</li><li>• an excellent, perceptive awareness of format</li></ul> |

### A03 (QWC)

Use professional judgement to award up to a maximum of 5 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis

| Level          | Mark | Descriptor  |  |   |
|----------------|------|---|--|---|
|                |      | Punctuation   | Grammar  | Spelling  |
| <b>Level 0</b> | 0    | No rewardable material  |  |   |
| <b>Level 1</b> | 1    | Basic punctuation is used with some control   | Grammatical structuring shows some control   | Spelling of common words is usually correct, though inconsistencies are present |
| <b>Level 2</b> | 2    | Full stops, capital letters, question marks are used, together with some other marks, mostly correctly  | Grammatical structuring of simple and some complex sentences is usually correct                                  | Spelling of simple words and more complex words is usually correct              |
| <b>Level 3</b> | 3    | Control of punctuation is mostly secure, including use of speech marks and apostrophes  | Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors             | Spelling of a wide range of words is accurate                                   |
| <b>Level 4</b> | 4    | Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet  | A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues | Spelling is almost always accurate, with only occasional slips                  |
| <b>Level 5</b> | 5    | Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation) | Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning           | Spelling of a wide and ambitious vocabulary is consistently accurate            |

## SECTION C

Assessment Objectives:

- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (25 marks)
- AO3 (QWC) – write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (10 marks)

| Question Number | Indicative content  |
|-----------------|---|
| <b>12 (a)</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: how work experience gives a taste of real work; helps prepare for the real world; looks good on a CV; employers often look for experience over qualifications; some work experience is not interesting; part-time jobs may distract from studies; it can tire them out; young people at school should not have to work; young people might be exploited by being paid low wages.</p> <p>NB Candidates may refer to work experience as part of their study programme or part-time work that students choose to do. Both are acceptable.</p> |

| Question Number | Indicative content   |
|-----------------|--|
| <b>12 (b)</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>Examiners should be open to a wide range of interpretation.<br/>NB: Explicit reference to the title may not be made until the end of the story.</p> |

| Question Number | Indicative content  |
|-----------------|---|
| <b>12 (c)</b>   | <p>Candidates may choose a range of jobs. Some may be realistic but others may be 'dream' jobs or fantasy/futuristic.</p> <p>Candidates should be rewarded for their powers to create a clear description of the job in some detail, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

## A02

Use professional judgment to award up to a maximum of 25 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

| Level          | Mark  | Descriptor<br>General Characteristics                                     | Purpose and Audience  | Communicative Effectiveness  | Organisation  |
|----------------|-------|---|---|--|---|
| <b>Level 0</b> | 0     | No rewardable material  |   |  |   |
| <b>Level 1</b> | 1-5   | The writing achieves <b>limited success</b> at a basic level              | There is <b>little awareness</b> of the purpose of the writing        | The writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure                             | Organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response  |
| <b>Level 2</b> | 6-10  | The writing expresses ideas which are <b>broadly appropriate</b>          | There is <b>some grasp</b> of the purpose of the writing              | The writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure                           | Organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b>  |
| <b>Level 3</b> | 11-15 | The writing expresses and develops ideas in <b>a clear, organised</b> way | There is a <b>generally clear</b> sense of the purpose of the writing | The writing includes <b>well chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences | Organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices |

|                |       |  |   |  |   |
|----------------|-------|--|---|--|---|
| <b>Level 4</b> | 16-20 | The writing presents <b>effective and sustained</b> ideas  | There is a <b>secure, sustained</b> realisation of the purpose of the writing                                     | The writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences           | Organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use of a range</b> of cohesive devices between and within paragraphs          |
| <b>Level 5</b> | 21-25 | The writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully developed</b> ideas | There is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose | The writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms | Organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a wide range</b> of markers of textual cohesion |

**A03 (QWC)**

Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

| Level          | Mark | Descriptor  |  |   |
|----------------|------|---|--|---|
|                |      | Punctuation   | Grammar  | Spelling  |
| <b>Level 0</b> | 0    | No rewardable material  |  |   |
| <b>Level 1</b> | 1-2  | Basic punctuation is used with some control   | Grammatical structuring shows some control   | Spelling of common words is usually correct, though inconsistencies are present |
| <b>Level 2</b> | 3-4  | Full stops, capital letters, question marks are used, together with some other marks, mostly correctly  | Grammatical structuring of simple and some complex sentences is usually correct                                  | Spelling of simple words and more complex words is usually correct              |
| <b>Level 3</b> | 5-6  | Control of punctuation is mostly secure, including use of speech marks and apostrophes  | Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors             | Spelling of a wide range of words is accurate                                   |
| <b>Level 4</b> | 7-8  | Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet  | A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues | Spelling is almost always accurate, with only occasional slips                  |
| <b>Level 5</b> | 9-10 | Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation) | Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning           | Spelling of a wide and ambitious vocabulary is consistently accurate            |



