



Mark Scheme (Results)

November 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>• speak Spanish/learn a language</li><li>• make fresh pasta</li><li>• learn how to knit</li><li>• master surfing</li><li>• learn to bake</li><li>• rock climbing</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>• time is your most valuable asset</li><li>• success depends on how much time you dedicate (to that skill)</li><li>• we feel we have no time left in our days for extra-curricular activities</li><li>• we do not make the most of the time we have</li><li>• consider day-to-day activities</li><li>• we spend hours on Instagram</li><li>• we waste nights bingeing on Netflix</li><li>• identify the things you spend time doing that aren't of much value</li><li>• use the time towards honing your new skill</li><li>• you can make progress in a short amount of time</li></ul>	(1)

Question Number	Answer	Mark
3	<p>Reward responses that demonstrate how the writer presents her advice about learning a new skill.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the text starts with the use of personal address: 'Have you', which instantly engages the reader and the use of a question will make the reader interested to discover the answer</li> <li>• the repetition of 'if' suggests many possibilities: 'if you're looking', 'if you love' (many examples)</li> <li>• the writer lists some possible options, mixing more challenging skills with those more attainable to interest all abilities, 'speak Spanish, make fresh pasta', which would interest a wider audience and encourage the reader to consider which skills might be developed</li> <li>• the advice is split into numbered sub-headings, '4. Learn by Doing', which shows the different aspects of learning a new skill</li> <li>• the alliteration of 'Pick a Passion' enlivens the text</li> <li>• the use of a tricolon, 'time, focus and concentration', to emphasise that learning something new requires hard work and dedication/organisation</li> <li>• the writer balances negatives and positives, 'tired and confused' and 'success and mastery', to impress on the reader the positive outcomes</li> <li>• the writer uses a reassuring example, 'If you're learning to surf, you might start off by', which explains how to start learning</li> <li>• the writer uses 'mastered this aspect' to show that even small steps should be regarded as progress</li> <li>• the short sentence, 'Alternate between researching and practicing.' attracts the reader's attention and would be remembered</li> <li>• the description of time as 'your most valuable asset' would show the reader that it is not just ability but the time you spend learning</li> <li>• the writer's use of 'quality time' suggests to the reader that learning a new skill requires undivided attention. This is further demonstrated by the use of 'dedicate'</li> <li>• the use of modern examples of distractions, 'Instagram', 'Netflix', which helps engage with young people and shows the writer has a good sense of her intended audience</li> <li>• the text ends on a positive note: 'you can make a lot of progress in a short amount of time'</li> </ul>	

	<ul style="list-style-type: none"> <li>the use of a reassuring tone throughout: 'will be much easier'</li> <li>the use of direct address, 'you', and the use of inclusive pronouns 'us', 'we', which makes the audience feel included</li> <li>the tone is semi-formal which gives the text some authority.</li> </ul>	(10)
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Question 3		
Level	Mark	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	0	No rewardable material.
Level 1	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>
Level 2	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>
Level 3	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>
Level 4	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>
Level 5	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>• inadequate facilities</li><li>• a lack of affordable instruction</li><li>• bad childhood experiences</li><li>• fear of water</li><li>• living in towns/cities (which have fewer facilities)</li><li>• coming from less-wealthy families</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>• limbs are out of control</li><li>• legs churn in frantic spurts</li><li>• arms chop down on the water</li><li>• forgetting to move either arms or legs</li><li>• sinking/panicking</li><li>• (arms) still splashing</li><li>• being preoccupied with trying not to die</li><li>• seeing children zipping up and down</li><li>• the children make it look easy</li></ul>	(2)



Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer presents his ideas about learning to swim as an adult.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the opening sentence suggests that society is critical of his parents: 'condemned me to endure such a shameful existence', 'condemned' and 'endure' imply a punishment and 'shameful' implies that his parents have not brought him up properly</li> <li>• the writer clearly shows he does not blame his parents: 'not their fault', 'my strident objections'</li> <li>• the writer shows how unpleasant he found the swimming lessons as a child by the repetition of 'hated', which is reinforced by 'awful'</li> <li>• his description of trying to learn, e.g. 'all flailing limbs', shows how uncoordinated he is</li> <li>• the powerful verbs 'loathed' and 'dreaded' show how horrible he finds the experience</li> <li>• the use of references: 'the Red Cross' and statistics: 'one in five', '28%', shows the writer has done research and shows the reader that there is some validity in his experience</li> <li>• the description of swimming 'not-totally-irrational-fear...' is both amusing and something the reader can have sympathy with</li> <li>• the tricolon 'I bought a pair of goggles, signed up for adult lessons, and prepared to confront my oldest, wettest nemesis' emphasises his determination and the description 'oldest, wettest nemesis' suggests it will be a battle</li> <li>• the description of the first swimming lesson is humorous: 'never been more aware of the independent existence of all four of my limbs' and the use of personification, 'none of which seemed interested', adds to the humour</li> <li>• the use of the verbs, 'churn' and 'chop', clearly shows how uncontrolled his movements are</li> <li>• the metaphor 'to keep the sinking ship afloat' has an almost literal meaning</li> <li>• the reference to the children, 'zipping up and down', (onomatopoeia) provides a humorous contrast to the writer's experience</li> <li>• the use of 'three decades of unbridled terror' shows how much the writer has had to overcome to learn to swim</li> <li>• the description of his swimming style: 'panic sprinting', 'laughably unsustainable', 'unnecessary volume of white water', together with the amusing simile 'like a panicked trout', shows his initial difficulties</li> <li>• the use of the short sentence: 'I do it, though.'</li> </ul>	

	<ul style="list-style-type: none"> <li>the use of temporal markers shows the timescale involved: 'first review', 'the third lesson', 'the next class, and then the one after that', and, also, shows how the writer perseveres (and succeeds)</li> <li>the use of the inclusive pronouns, 'we', 'our', encourages the reader to share in his experience</li> <li>the word 'euphoria' emphasises his joy at his achievement</li> <li>although the ending is self-deprecating, 'even if that thing', it is positive: 'anything is possible'.</li> </ul>	<b>(10)</b>
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Question 6		
Level	Mark	AO2 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>• uses numbered sub-headings: '1. Pick a Passion'</li> <li>• uses direct address: 'you', 'yours', 'your'</li> <li>• offers several examples of skills that relate to interests: 'If you love desserts...'</li> <li>• has a friendly, persuasive tone: 'you're better off making', 'you'll be able to better identify'</li> <li>• uses questions: 'Have you ever...?', 'Do you spend hours...?'</li> <li>• gives examples of skills that might be learnt that relate to the target audience: 'Spanish, make fresh pasta, learn how to knit or master surfing', 'how to bake', 'rock climbing'</li> <li>• ends each sub-section on a positive note to reassure and encourage the reader: 'part of the fun', 'as manageable as possible', 'much easier'</li> <li>• offers advice: 'put your efforts into one skill at a time', 'start to think analytically', 'alternate', 'identify'.</li> </ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"> <li>• has an advisory tone</li> <li>• is aimed at (young) people who want to learn a new skill</li> <li>• uses direct address throughout.</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• starts with a personal anecdote: 'When people learn I can't swim'</li> <li>• initially depicts an unpleasant experience: 'I was awful', 'flailing limbs'</li> <li>• provides some factual information and statistics: 'one in five', 'the Red Cross', '28%'</li> <li>• describes the writer's actual experience 'first review of swimming' 'I do it, though'</li> <li>• presents the learning experience as alarming: 'churn in frantic spurts', 'I start to panic'</li> <li>• shows that the writer does improve: 'to my genuine astonishment, I can swim', 'manage to complete five laps by the end of the day'</li> <li>• shows that learning when you are young is easier: 'They appear to be putting as much effort', 'Everything seems to come so naturally when we are kids'.</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>• there is some humour: 'The swimming lessons, not my parents', 'anything is possible, even if that thing is just swimming 25 meters uninterrupted.'</li> <li>• is a personal account</li> <li>• shows how difficult it can be to learn something new.</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>• Text One is advisory/Text Two is a personal experience (but might encourage the audience to try new things)</li> <li>• Text One is (probably) aimed at a younger audience/Text Two is aimed at adults</li> <li>• Text One mentions several possible new skills/Text Two focuses on only one</li> <li>• Text One makes the learning process seem straightforward/Text Two shows the drawbacks</li> <li>• Text One is a guide/Text Two is a personal account</li> <li>• both texts are about learning new skills</li> </ul>

	<ul style="list-style-type: none"> <li>• both texts deal with overcoming barriers and obstacles</li> <li>• both texts address the reader personally</li> <li>• both texts are articles</li> <li>• both texts clearly convey the writers' ideas, experiences and perspectives.</li> </ul> <p>Reward all valid points.</p>
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Question 7		
Level	Mark	AO3 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>

**SECTION B: Reading and Writing**

Question Number	Indicative content
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A suitable register for a magazine article for young adults 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.

**Different types of things that might be learnt**

- learning a new language
- cooking
- knitting
- water sports/surfing
- adventurous activities/rock climbing
- swimming
- something you have always wanted to learn/have an interest in/have a passion for

**Advice about how to learn something new**

- be focused on learning one skill
- identify simple stages in learning
- start with the basics
- practise the skill
- devote time to learning
- take lessons
- do not be frightened
- keep trying to improve
- do not be discouraged by others' abilities

**Reasons for why learning something new might be difficult**

- lack of time
- lack of commitment
- do not know which skill to choose
- trying to do too much at once
- not using time wisely
- do not know where to get help
- fear of the activity
- being afraid of failure
- lack of facilities
- lack of money
- bad experiences in the past.

Reward all valid points.

**Question 8**

<b>Level</b>	<b>Mark</b>	<b>AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.</b>
	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>

**Question 8**

<b>Level</b>	<b>Mark</b>	<b>AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.</b>
	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>



**Question 8**

<b>Level</b>	<b>Mark</b>	<b>AO5 Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, 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 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: everyone should be encouraged to keep their brains active; when you are older you have more time; when you are older you are better organised; when you are older you can afford the training; there are many examples of older people who have done something new; one should not limit oneself; there are some things that it might be difficult to learn when you are older such as extreme sports and more physical activities; older people tire more easily; some older people struggle with new technology.</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 places which may be real or imaginary. Answers may include descriptions of the place and what they saw, heard and felt about the place and why it is inspirational.</p> <p>Candidates should be rewarded for their powers to evoke the significance of the place and descriptions of senses and feelings, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>

**Questions 9, 10 and 11**

<b>Level</b>	<b>Mark</b>	<b>AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.</b>
	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>

Questions 9, 10 and 11		
Level	Mark	AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
	0	No rewardable material
Level 1	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>
Level 2	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>
Level 3	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>
Level 4	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>
Level 5	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>

