



# Mark Scheme (Results)

January 2023

Pearson Edexcel International GCSE  
In English Language B (4EB1)  
Paper 1R

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January 2023

P68985

Publications Code 4EB1\_01R\_2301\_MS

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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>• no street address</li><li>• no modern sanitation</li><li>• no decent roads</li><li>• no reliable electricity</li><li>• no street names</li><li>• no house numbers</li><li>• tough to get a bank account</li><li>• hard to register to vote</li><li>• difficult to apply for a job</li><li>• difficult to receive a letter</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>• if a country has no universal address system</li><li>• in disaster zones</li><li>• in refugee camps</li><li>• at rock festivals</li><li>• to aid drone delivery</li><li>• to help doctors find patients</li></ul>	(1)

Question Number	Answer	Mark
3	<p>Reward responses that demonstrate how the writer presents the information about the <i>what3words</i> app and how it is useful.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the initial sentence is quite shocking: 'does not have a street address'</li> <li>• listing of the amenities the village lacks: 'modern sanitation, decent roads, reliable electricity' makes the difficulties explicit</li> <li>• the description 'living essentially off-map' suggests that the community is unknown to outsiders</li> <li>• the expression 'considerable consequences' (alliteration) suggests that it is a major problem</li> <li>• the word 'eclipsed' is used to show how serious the worry about Eunice's pregnancy is</li> <li>• the listing of Eunice's problems: 'without an address', 'is 40 minutes away by car', 'if there are complications', 'if the baby arrives at night', 'no ambulance could find her house' all reinforce the need for a better system</li> <li>• the use of people and organisations: 'Dr Coenie Louw', 'Gateway Health' adds credibility to the article</li> <li>• the examples of <i>what3words</i> addresses add credibility: 'irrigates.joyful.zipper'</li> <li>• the use of the names and details of the inventors, which suggests how talented they are: 'Mohan Ganesalingham, a maths researcher at Trinity College, Cambridge, and Jack Waley-Cohen, a full-time quiz obsessive and question-setter'</li> <li>• the slightly humorous 'get one figure wrong, and the entertainment never got started' suggests the (huge) difficulties of conventional navigation systems</li> <li>• the information given about <i>what3words</i>: 'divided the entire surface of the planet', 'grid of squares', 'unique three-word address'; this offers clear explanation but also implies how immense the task was</li> <li>• the use of numbers and statistics helps to show how impressive this app is: '40,000 recognisable dictionary words', '64 trillion combinations', '57 trillion squares'</li> <li>• the names of places that have used the app: 'Mongolia, Nigeria, Ivory Coast and Tuvalu', which suggest how far-reaching it is</li> <li>• the listing of the ways the app has been used suggests its diverse applications: 'countries that lack any kind of universal address system', 'invaluable in disaster zones'</li> </ul>	(10)

- the optimistic final sentence.

0	No rewardable material.	
<b>Level 1</b>	1-2	Basic identification and little understanding of the language and/or structure used by writers to achieve effects. The use of references is limited.
<b>Level 2</b>	3-4	Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. The selection of references is valid, but not developed.
<b>Level 3</b>	5-6	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. The selection of references is appropriate and relevant to the points being made.
<b>Level 4</b>	7-8	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. The selection of references is detailed, appropriate and fully supports the points being made.
<b>Level 5</b>	9-10	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. The selection of references is discriminating and clarifies the points being made.

## Text Two

<b>4</b>	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• transport efficiency</li><li>• (transport) safety</li><li>• access to food</li><li>• access to healthcare</li><li>• socialisation</li><li>• productivity</li><li>• enabled global communication/global communities to form</li><li>• ideas/resources can be shared more easily</li></ul>	<b>(1)</b>

<b>5</b>	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• spending too much time online</li><li>• made us vulnerable</li><li>• every move we make online is recorded</li><li>• leave digital footprints</li><li>• hackers and scammers</li><li>• can have a (detrimental) effect on our mental health</li><li>• a negative impact on self-esteem</li></ul>	<b>(2)</b>



Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer presents his ideas about the ways technology has affected 21st-century life.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• begins by listing areas that have been affected: 'from transport efficiency and safety, to access to food and healthcare, socialisation and productivity', which suggests that using technology is beneficial</li> <li>• balances this with negative impacts: 'decline in mental health, increased social division and privacy concerns' to demonstrate that there are also problems associated with using technology</li> <li>• uses sub-headings</li> <li>• the positive language used to describe the mobile phone: 'essential device', 'vastly superseding', 'pocket-sized portal'</li> <li>• the metaphorical language used to describe the development of video calling 'slowly creeping into daily life', 'pushed it over the edge'; the suggestion of personification implies that technology is a living entity</li> <li>• the use of 'swap the boardroom for the bedroom' (alliteration) presents a humorous image and the bracketed phrase adds to this</li> <li>• the description of the effect of the pandemic: 'abandon their offices and log on from their own residences' shows how dramatic the change was</li> <li>• the use of listing of the positives of home working, 'no commuting, more flexible hours, a lessened environmental impact, and being able to choose where they work from', shows that technology has improved lives</li> <li>• presents an unfavourable picture of life before modern technology: 'a distant memory', 'have to take a trip to the library', 'if it was available at all'</li> <li>• contrasts this with the present: 'no more strenuous than a couple of clicks', 'don't even need to move from the spot', 'pull out your phone and get Googling'</li> <li>• the use of the tricolon, 'monitor our heartbeats and blood pressure, track and monitor exercise plans, and even monitor our sleeping patterns', shows how useful fitness watches are</li> <li>• employs statistics to support possible issues with using (too much) technology: 'Americans spent six and a half hours a day online in 2019', '46% of young girls'</li> <li>• the use of 'earth-shattering change' (metaphor) to describe the impact that social media has had</li> <li>• the use of personal address 'you', 'we'</li> <li>• the (slightly) informal tone.</li> </ul>	(10)

0	No rewardable material.	
<b>Level 1</b>	1-2	Basic identification and little understanding of the language and/or structure used by writers to achieve effects. The use of references is limited.
<b>Level 2</b>	3-4	Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. The selection of references is valid, but not developed.
<b>Level 3</b>	5-6	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. The selection of references is appropriate and relevant to the points being made.
<b>Level 4</b>	7-8	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. The selection of references is detailed, appropriate and fully supports the points being made.
<b>Level 5</b>	9-10	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. The selection of references is discriminating and clarifies the points being made.

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 an example of an individual, 'Eunice Sewaphe', and her lifestyle and problems to create interest and sympathy and to show a situation where the app might be useful</li> <li>• names a charity 'Gateway Health' and uses quotations from the regional head of the company to demonstrate the problem: 'if I don't know where you are'</li> <li>• clearly explains that the <i>what3words</i> app 'divided the entire surface of the planet into a grid of squares', 'assigned a unique three-word address'</li> <li>• gives examples of how the app works: 'span.brave.tree.'</li> <li>• describes why the app was developed: 'the problem that damaged his business was bands turning up at the wrong site entrance', 'thought that there had to be a better way'</li> <li>• describes how the app was developed: 'took six months to write', 'ensured that places with similar-sounding combinations of words were a very long way apart', 'using a team of linguists'</li> <li>• identifies uses for the app: 'countries that lack any kind of universal address system', 'disaster zones'</li> <li>• ends on an optimistic note: 'Perhaps technology can now put them on a map, three words at a time.'</li> </ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"> <li>• it is an article</li> <li>• the style is formal</li> <li>• it uses named individuals</li> <li>• it uses places where the app has been used</li> <li>• it presents the positive aspects of the technology</li> <li>• it uses numbers and statistics</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• takes a balanced perspective in the initial paragraph: 'affects almost every aspect of 21st-century life', 'However, the overuse of some technology has been linked to'</li> <li>• uses positive language to describe the technology: 'essential', 'transformed', 'a revelation', 'convenient and popular'</li> <li>• uses examples of different applications, 'Zoom', 'Facebook, Snapchat, TikTok, Instagram and others now give us an insight into the waking lives of others in real time', to suggest how important they are to us</li> <li>• references the pandemic: '2020 will be remembered for a lot of negative reasons', 'With the pandemic in full swing'</li> <li>• uses a reference to pre-technology, 'a trip to the library', to support the benefits of modern technology</li> <li>• does address some negative aspects: 'Hackers and scammers', 'detrimental effects on our mental health'</li> <li>• ends on a relatively upbeat note: 'technology has, and will continue to have, a huge impact on our lives, in one way or another.'</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>• it engages the reader through direct address: 'we', 'you'</li> <li>• it is an article</li> </ul>

- it generally presents a positive view of technology
- it uses sub-headings for clarity

**Points of comparison**

- Text One uses named individuals/Text Two relates to everyone
- Text One is about one example of technology/Text Two is about several
- Text One gives details about how the app works/Text Two identifies benefits but does not explain how apps work
- Text One is formal/Text Two is more personal
- Text One is positive about the benefits/Text Two identifies some problems
- Both texts are about helpful technology
- Both texts are articles/informative
- Both texts are about the impacts of technology
- Both texts look at the positive aspects of technology
- Both texts clearly convey the writers' ideas and perspectives.

Reward all valid points.

<b>Question 7</b>		
<b>Level</b>	<b>Mark</b>	<b>AO3</b> Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
0	No rewardable material.	
<b>Level 1</b>	1-3	The response does not compare the texts. Description of writers' ideas and perspectives, including theme, language and/or structure. The use of references is limited.
<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	The response considers a range of comparisons between the texts. Explanation of writers' ideas and perspectives, including theme, language and/or structure. The selection of references is appropriate and relevant to the points being made.
<b>Level 4</b>	10-12	The response considers a wide range of comparisons between the texts. Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. References are balanced across both texts and fully support the points being made.
<b>Level 5</b>	13-15	The response considers a varied and comprehensive range of comparisons between the texts. Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. References are balanced across both texts; they are discriminating and fully support the points being made.

## SECTION B: Reading and Writing

Question Number	Indicative content
8	<p>A suitable register for a talk to peers should be adopted. Candidates should address all areas. The following are some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples than those mentioned in the passages.</p> <p><b>The different types of technology</b></p> <ul style="list-style-type: none"><li>• mapping/navigation apps</li><li>• <i>what3words</i></li><li>• smartphones</li><li>• tablet</li><li>• laptop</li><li>• Google maps</li><li>• GPS/satnav</li><li>• video calling/conferencing</li><li>• Zoom</li><li>• social media</li></ul> <p><b>The advantages of using technology</b></p> <ul style="list-style-type: none"><li>• easier access to medical care</li><li>• can be used to help businesses</li><li>• can be used to help in emergency situations</li><li>• can be used to enable better communication</li><li>• helps people to work from home</li><li>• can shop online/do not have to go out</li><li>• it is easier to find out information</li><li>• can help with fitness</li></ul> <p><b>The disadvantages of using technology</b></p> <ul style="list-style-type: none"><li>• problems with access to the internet</li><li>• mental health issues</li><li>• social isolation</li><li>• problems with online privacy/security</li><li>• hackers</li><li>• online scams</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	Selection and interpretation of the given bullet points is limited. Includes a small number of points with some relevance. Demonstrates a limited ability to locate and retrieve information and ideas.
<b>Level 2</b>	3–4	Selection and interpretation of the given bullet points is valid, but not developed. Gives some relevant points. Brings in some relevant information and ideas.
<b>Level 3</b>	5–6	Selection and interpretation of the given bullet points is appropriate and relevant to the points being made. Offers a reasonable number of relevant points. Shows secure appreciation of information and ideas.
<b>Level 4</b>	7–8	Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made. Offers a good number of relevant points. Makes well-focused comments about information and ideas.
<b>Level 5</b>	9–10	Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made. Offers a wide range of relevant points. Presents well-focused comments with perceptive references to information and ideas.

<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	Communication is at a basic level, and limited in clarity. Little awareness is shown of the purpose of the writing and the intended reader. Little awareness of form, tone and register.
<b>Level 2</b>	3-4	Communicates in a broadly appropriate way. Shows some grasp of the purpose and of the expectations/requirements of the intended reader. Straightforward use of form, tone and register.
<b>Level 3</b>	5-7	Communicates clearly. Clear sense of purpose and understanding of the expectations/requirements of the intended reader. Appropriate use of form, tone and register.
<b>Level 4</b>	8-10	Communicates successfully. A secure realisation of purpose and the expectations/requirements of the intended reader. Effective use of form, tone and register.
<b>Level 5</b>	11-12	Communication is perceptive and subtle. Task is sharply focused on purpose and the expectations/requirements of the intended reader. Sophisticated use of form, tone and register.

<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	Expresses information and ideas, with limited use of structural and grammatical features. Uses basic vocabulary, often misspelt. Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
<b>Level 2</b>	3–4	Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
<b>Level 3</b>	5–6	Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing. Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors. Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.
<b>Level 4</b>	7–8	Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.



## SECTION C: Writing

<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: social media is incredibly useful, especially when people are isolated (because of lockdowns); it enables people to keep in touch globally; it enables learning; it enables networking; social media is inclusive and enables access for those with a disability; it can help with access to goods/services; it can be used to promote personal/political views; it can be addictive; not everyone has access; people can access inappropriate material; it can be harmful to mental health and safety; cyber-bullying can be a problem.</p> <p>Examiners should be open to a wide range of interpretation.</p>

<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>11</b>	<p>Candidates may choose a range of places which may be real or imaginary. Answers may include descriptions of the place, the positive effect it had on them or what it meant to them.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and how it has had a positive effect, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>

<b>Questions 9, 10 and 11</b>		
<b>Level</b>	<b>Mark</b>	<b>AO4</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
0	No rewardable material.	
<b>Level 1</b>	1-4	Communication is at a basic level, and limited in clarity. Little awareness is shown of the purpose of the writing and the intended reader. Little awareness of form, tone and register.
<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	Communicates clearly. Clear sense of purpose and understanding of the expectations/requirements of the intended reader. Appropriate use of form, tone and register.
<b>Level 4</b>	13-16	Communicates successfully. A secure realisation of purpose and the expectations/requirements of the intended reader. Effective use of form, tone and register.
<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	Expresses information and ideas, with limited use of structural and grammatical features. Uses basic vocabulary, often misspelt. Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
<b>Level 2</b>	3-4	Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
<b>Level 3</b>	5-6	Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear. Uses a varied vocabulary and spells words containing irregular patterns correctly. Uses accurate and varied punctuation, adapting sentence structures as appropriate.
<b>Level 4</b>	7-8	Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. Uses a wide, selective vocabulary with only occasional spelling errors. Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
<b>Level 5</b>	9-10	Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

