



Mark Scheme (Results)

November 2024

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 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, 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.
- Plans in the lined response area of the question paper/answer booklet should not be marked unless no other response to the question has been provided. This applies whether the plan is crossed out or not.

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 one of the following: <ul style="list-style-type: none">• the first reference to a birthday is in the Bible/around 3000 BCE• a pharaoh is described as holding a feast in celebration• the first recorded invitation to a birthday party was written in Latin/around 100CE/written on a wooden tablet• the invitation was to a commander's wife• a 50th birthday was celebrated with a special cake• women's birthdays were not celebrated until around 12th century | (1) |

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|------------------------|---|-------------|
| 2 | One mark for any one of the following: <ul style="list-style-type: none">• we are social creatures• we still need other people for survival• reinforces the community network• (allows us time) to get to know people better• bonds people• reinforces social ties• reinforces empathy | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 | <p>Reward responses that demonstrate how the writer presents her ideas about the importance of celebrations.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the opening paragraph directly addresses the readers, 'Think of', to engage them • the writer uses the pronoun 'you', which directly addresses the audience and engages them with the topic • the writer uses a tricolon of positive words, 'to congratulate, celebrate and show affection', which highlights the activities associated with celebrations • the use of 'A Thing', which is capitalised and uses an informal phrase to relate to a (wider) younger audience • the writer uses historical references such as 'pharaohs', 'written in Latin', to present how long we have been celebrating • this is reinforced by the use of dates: '3000 BCE', '100 CE' and '12th century' • the writer gives examples of other celebrations to appeal to a wider audience: 'Eid or a career milestone'. This suggests that celebrating has many different contexts • the use of occasional questions, 'where does our urge to collectively rejoice actually come from?', which makes the readers think and engages them with the topic • experts are used, 'Dr Sheri Jacobson', 'Patrick Fagan', to add authenticity to the article • specific examples, 'adrenaline', 'serotonin', 'oxytocin', are used to show that there is scientific/medical evidence which might impress and persuade the readers • the repetition of 'gratitude' by Pamela Jacobsen emphasises the appreciation that celebrating can show • the use of 'deviation' in the final paragraph is contrasted with 'life-affirming' to suggest that the behaviour is a good thing • the use of contrast: 'bringing structure to a world which is chaotic and frightening', which emphasises the importance and value of celebrating • the use of inclusive pronouns throughout, 'we', 'us', which engages the reader • the upbeat ending: 'is about as uplifting as it gets', which leaves the reader feeling positive about the importance of celebrations. | (10) |

| 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"> • Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • 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. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • 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. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> • 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. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> • 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

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|------------------------|---|-------------|
| 4 | One mark for any one of the following: <ul style="list-style-type: none">• a new hobby• reading (more)• taking (more) photos• crafting• cooking• any solo activity that allows you to gain new skills• exploring your creative side• social activities/joining a club or organisation• doing something outside your comfort zone | (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 two of the following: <ul style="list-style-type: none">• unhealthy attachments• bad habits• smoking• drinking• going to the gym• social media• anything holding you back• emotional baggage | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 | <p>Reward responses that explain how the writer presents her ideas about New Year’s celebrations.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the opening paragraph presents an historical context: ‘since 2000 BC’, ‘4,000–year–old holiday’, reinforced by the superlative ‘oldest–celebrated’, to present how long we have been celebrating the New Year • the use of the question ‘But why is New Year’s Eve really worth celebrating?’ encourages the reader to think about the significance • the verb ‘embracing’, which has associations of positivity and encouragement, emphasises that the changes made will be beneficial • the use of inclusive language, ‘we’, and direct address, ‘you’, engages the reader • the repetition of ‘new’ reminds the reader that this is a time of positive change • the use of the comparatives ‘happier’ and ‘healthier’ suggests that things will/can improve • the listing of activities which could make you happy, ‘reading more, taking more photos’, presents ideas which are attainable and reassures readers that they can do these things • a personal anecdote, ‘Last year, I made a resolution...’, is used to show how changes can have positive effects and gives the reader a connection to the writer • the short, imperative sentence, ‘Stop doing things that make you unhappy.’, has an impact and makes the reader reflect on their lifestyle • the use of alliteration in ‘respectable resolutions’ emphasises the importance of giving up bad habits • the writer makes suggestions of activities that might be unpleasant, ‘if you don’t like going to the gym’, ‘if being on social media’, and offers positive ways to change: ‘try a new way’, ‘take a break’ • the metaphor ‘Unpacking a little emotional baggage is a great way to travel forward’ presents a positive outcome if changes are made • the advice offered is reassuring, ‘Make goals that are measurable and attainable’, ‘Just remember’, to encourage the reader to change • the nouns ‘dedication and preparation’ help to focus the reader on what is required to succeed in the chosen resolution | |

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|--|---|-------------|
| | <ul style="list-style-type: none">• the writer shows that there is a range of changes that can be made including well-being: 'take time out of your schedule to take care of you'• the tricolon 'set an hour a day, a day of the week, or a few days a month' offers realistic and achievable alternatives• the verb 'escape' suggests imprisonment and the description of everyday life as 'day-to-day routine of wake-up, work, eat, sleep, repeat' suggests how tedious life can become and reinforces the importance of looking after yourself• the use of balanced structure, 'place to start', 'time to finish', gives reassurance that some resolutions may take longer to achieve• the tricolon 'A plan, a support system and a desire' gives encouragement and ends the text positively• the use of sub-headings eg 'New Beginnings Mean You Can Try Something That Makes You Happy' helps the reader to navigate the text and quickly find relevant information. | (10) |
|--|---|-------------|

| Question 6 | | |
|-------------------|-------------|---|
| 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"> • Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • 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. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • 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. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> • 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. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> • 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>Text One</p> <ul style="list-style-type: none"> • gives examples of several different types of celebrations: ‘birthdays, weddings, anniversaries and national holidays’ • uses historical examples: ‘Ancient Egypt’, ‘in the Bible’, ‘a Roman woman’ • uses experts and institutions to support her ideas: ‘Dr Sheri Jacobson of Harley Therapy’, ‘Pamela Jacobsen of the Bath Centre for Mindfulness and Compassion’ • uses science to support her ideas: ‘feel-good chemicals’, ‘gives us a chemical boost’ • offers advice: ‘Tuning in to that sense of gratitude’ • suggests that celebrations are helpful in dealing with an unpredictable future: ‘At a time when a lot feels uncertain, enjoying how far you’ve come is about as uplifting as it gets.’ • supports the idea that celebrating is beneficial: ‘it’s life-affirming’. <p>General points candidates may make on the whole of Text One</p> <ul style="list-style-type: none"> • uses direct address: ‘Think of the birthdays’ • uses inclusive pronouns: ‘we’, ‘us’ • shows that celebrating is important. <p>Text Two</p> <ul style="list-style-type: none"> • presents the New Year as having historical importance: ‘world’s oldest-celebrated holiday’ • discusses why people celebrate the New Year: ‘a symbol for starting over’, ‘chance to reflect on the previous year’ • focuses on the idea of starting afresh: ‘new beginnings’ • gives examples of changes that can be made: ‘something that will make you happy’, ‘a new hobby’, ‘more social activities’ • offers reassurance that resolutions can be achieved: ‘measurable and attainable’, ‘you have 365 days’ • presents the idea that the New Year offers opportunities: ‘New beginnings’, ‘the perfect place to start’. <p>General points candidates may make on the whole of Text Two</p> <ul style="list-style-type: none"> • discusses one celebration • uses inclusive language, ‘we’, and direct address, ‘you’ • presents the celebration as being a time for change. <p>Points of comparison</p> <ul style="list-style-type: none"> • Text One is about celebrating milestones in general/Text Two is about one specific celebration • Text One uses experts to support ideas/Text Two uses examples of changes that can be made • Text One talks about the effects on the body and the mind/Text Two talks about well-being |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Text One uses current and historical examples of celebrations/Text Two uses examples of new beginnings and changes • Text One discusses the importance of sharing and being with other people/Text Two discusses the ways an individual can change • both texts are about the importance of celebrating • both texts suggest celebrating is a way of dealing with the future • both texts offer reassurance to the reader • both texts directly address the reader • both texts are informative/persuasive • both texts clearly convey the writers' ideas and perspectives. <p>Reward all valid points.</p> |
|--|--|

| 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"> • 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. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> • The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. <p>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</p> |
| Level 3 | 7-9 | <ul style="list-style-type: none"> • 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. |
| Level 4 | 10-12 | <ul style="list-style-type: none"> • 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. |
| Level 5 | 13-15 | <ul style="list-style-type: none"> • 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 an article for a school or college website should be adopted.</p> <p>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>Why we should celebrate</p> <ul style="list-style-type: none">• marking special moments in our lives• to praise someone for an achievement• to join with others in our community• to feel better• to be grateful• to cheer us up• it is life-affirming• it brings order to chaotic times• to look back over the past year• to think about possible beneficial changes• to become happier <p>What to celebrate</p> <ul style="list-style-type: none">• birthdays• weddings• anniversaries• national holidays• religious festivals• community celebrations• personal or group successes <p>Ways to celebrate</p> <ul style="list-style-type: none">• by buying presents• by having feasts• by having parties• by going out• with other people• by making positive changes• by making resolutions. <p>Reward all valid points.</p> |

| Question 8 | | |
|-------------------|-------------|---|
| Level | Mark | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • 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. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Selection and interpretation of the given bullet points is valid, but not developed. • Gives some relevant points. • Brings in some relevant information and ideas. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • 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. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> • 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. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> • 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. |

| Question 8 | | |
|-------------------|-------------|--|
| Level | Mark | AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • 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. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • 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. |
| Level 3 | 5-7 | <ul style="list-style-type: none"> • Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register. |
| Level 4 | 8-10 | <ul style="list-style-type: none"> • Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register. |
| Level 5 | 11-12 | <ul style="list-style-type: none"> • 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. |

Question 8

| Level | Mark | AO5 Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. |
|----------------|-------------|--|
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none">• 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. |
| Level 2 | 3-4 | <ul style="list-style-type: none">• 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. |
| Level 3 | 5-6 | <ul style="list-style-type: none">• 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. |
| Level 4 | 7-8 | <ul style="list-style-type: none">• 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

| 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: you do not, necessarily, need money to be happy; enjoyment of the natural environment is free, e.g. walking, swimming, appreciating wildlife; company of friends and family is free; valuing the simple things of life; money is required for basic essentials, e.g. food and drink, and transport (not just luxury items); some things require money, e.g. entertainment venues, theme parks, sporting events or holidays and travel; technology costs a lot of money and is often considered essential.</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 wide range of places (which may be real or imaginary) such as airports, railway stations, markets, shops, sporting events, celebrations, festivals, cities. Answers may include descriptions of the place and the effects it had on them.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

Questions 9, 10 and 11

| Level | Mark | AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. |
|----------------|-------------|--|
| | 0 | No rewardable material. |
| Level 1 | 1-4 | <ul style="list-style-type: none">• 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. |
| Level 2 | 5-8 | <ul style="list-style-type: none">• 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. |
| Level 3 | 9-12 | <ul style="list-style-type: none">• Communicates clearly.• Clear sense of purpose and understanding of the expectations/requirements of the intended reader.• Appropriate use of form, tone and register. |
| Level 4 | 13-16 | <ul style="list-style-type: none">• Communicates successfully.• A secure realisation of purpose and the expectations/requirements of the intended reader.• Effective use of form, tone and register. |
| Level 5 | 17-20 | <ul style="list-style-type: none">• 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. |

| 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"> 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. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> 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. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> 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. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> 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. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> 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. |