Edexcel International Lower Secondary Curriculum English

Specification

Edexcel International Award in Lower Secondary English (LEH01)

First examination June 2012

PEARSON

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Introduction

Key aims of the International Curriculum

The Edexcel International Curriculum:

- gives pupils a solid foundation for lifelong learning with a structured curriculum that provides excellent preparation for eventual further study at International GCSE and GCE A level or equivalent

- provides an international benchmark of achievement with externally marked achievement tests and certification at the end of Year 6 to ease the transition to secondary education

- is easy to implement and administer with free training and a fully flexible structure that allows you to teach it alongside other curricula

- is engaging and up to date with ideas for lessons and a framework that allows you to embed knowledge creatively

- allows you to track pupils' progress and identify barriers to learning through a variety of age-specific progress and achievement tests

- offers unrivalled and unique delivery support with detailed suggestions of published resources embedded within each unit to help you implement the curriculum

- gives you and your pupils a seamless and cohesive teaching and learning experience, especially when used alongside other Edexcel qualifications for ages 8–19.

Key features and benefits of the achievement test

The achievement test:

- gives pupils a tangible record of achievement to use when progressing to International GCSE or equivalent

- enables pupils to gain experience of the standards required for International GCSE and equivalent examinations

- is externally marked by Edexcel so you can be assured of the level of achievement of your pupils

- complies with rigorous global standards

- provides certification at the end of Year 9.

Contents

Specification at a glance

The Edexcel International Award in Lower Secondary English is assessed through an achievement test.

Test	Paper code LEH01/01
• Externally assessed • Availability: June series • First assessment: June 2012	
Overview of test content: Reading • Section A: Reading Fiction and Non-fiction • Section B: Language Writing • Section C: Creative writing or writing for a specific purpose or audience	

Overview of assessment
 • Section A has a total of 40 marks. It addresses reading skills, fiction texts, non-fiction texts, writer's use of language and language use.
 	
 • Section B has a total of 10 marks. It addresses language and assesses grammar and punctuation.
 	
 • Section C has a total of 20 marks, and consists of a single question that may require creative writing or writing for a specific purpose or audience. It addresses adaptation of form to communicate, text structure, sentence structures/punctuation and spelling.
 	
 • The test duration is 1 hour and 30 minutes.
 	
 • The questions target levels P3/S1, S2, S3 and S4.
 	
 • The questions will target the following content focuses (CFs):
 	
     – CF 2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
 	
     – CF 3. deduce, infer or interpret information, events or ideas from texts
 	
     – CF 4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
 	
     – CF5. explain and comment on writers' use of language, including grammatical and literary features at word and sentence level
 	
     – CF6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	

Award content

This Edexcel International Award in Lower Secondary English requires pupils to demonstrate knowledge, understanding and application of the following learning objectives drawn from Year 9 of the International Curriculum. The content amplification also includes aspects of learning from Years 7, 8 and 9.

Reading (Non–fiction)	
Learning objective	**Pupils should be able to:**
Reading skills • Select from a range of strategies the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts • Recognise the difference between implicit and explicit meanings • Develop interpretations of texts, supporting points with detailed textual evidence • Synthesise information from different sources • Develop the skill of making notes • Recognise the essential features of genre	**Reading skills** • Deploy the skills of skimming and scanning to locate and evaluate information from selected sections and different points across the text • Use the skills of deduction and inference to tease out implicit points not self-evident in the text, e.g. through using context, structure, words and phrases • Support points of retrieval and inference with evidence from the text • Retrieve and infer information from across different texts, synthesising points as appropriate • Using appropriate note-taking strategies to summarise texts, distinguishing between main and supporting points • Know the main genre ingredients of fiction and non-fiction
Non-fiction texts • Analyse the links between content and purpose and audience • Identify the conventions, forms and linguistic features of different non-fiction texts, e.g. recount, non-chronological, instruction, information, explanation, report, persuasion, argument, biography, diary, web page.	**Non-fiction texts** • Identify the purpose of different non-fiction texts in relation to audience and form • Identify the structural/language/ rhetorical features deployed in non-fiction texts. Text types covered should include: recount, non-chronological, instruction, information, explanation, report, persuasion, argument, biography, diary, web page.

Learning objective	Pupils should be able to:
• Understand objectivity and bias • Show how a writer's choice of words indicates their attitude • Recognise the difference between objective/impersonal and subjective/personal texts • Recognise the difference between fact and opinion • Understand the appropriateness of formal and informal language	• Use inference to identify subjectivity and bias, with focus on the writer's use of words • Identify those words and phrases which indicate the writer's attitude • Identify the features of personal and impersonal texts and the differences between them • Understand the difference between fact and opinion, e.g. in opinion, the use of modals, unspecific numbers (millions), adverbs such as 'just, only, seems' • Understand the main differences between formal and informal language and their differing written/oral contexts
Writer's use of language • Analyse how writer's use of linguistic and literary features shapes and influences meaning • Identify/analyse: emotive language; rhetorical language; use of repetition to emphasise points; use of rhetorical questions to draw a reader in; use of 'we' and 'us' (pronouns) to involve the reader; alliteration; lists of three; repetition; direct address; over-exaggeration; irony and sarcasm; connectives to link and steer the reader; metaphor, personification, simile, rhythm, metre, rhyme, alliteration and onomatopoeia, writer's use of punctuation • Parts of speech – nouns (common, abstract, proper, collective); noun phrases; verbs/ verb phrases; adverbs; active and passive voice; sentence type; pronouns; prepositions • First, second and third person	**Writer's use of language** • Identify and comment on figurative language, e.g. simile, metaphor, alliteration, assonance, personification, onomatopaeia and how they contribute to impact and meaning • Understand how writers create a range of effects through the deployment of language, e.g. rhetorical question for an interactive effect; pronouns for an inclusive effect; repetition for emphasis; rhetorical devices such as lists of three, repetition, direct address, hyperbole; connectives to link and steer the reader; figurative language; punctuation to clarify and emphasise meaning • Identify parts of speech and how their use can impact on intended meaning • Identify whether a text is written in first, second or third person and how this can have an impact on the meaning

Reading (Fiction)

Learning objective	Pupils should be able to:
Reading skills • Select from a range of strategies the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts • Recognise the difference between implicit and explicit meanings • Develop interpretations of texts, supporting points with detailed textual evidence • Synthesise information from different sources • Develop the skill of making notes • Recognise the essential features of genre	**Reading skills** • Deploy the skills of skimming and scanning to locate and evaluate information from selected sections and different points across the text • Use the skills of deduction and inference to tease out implicit points not self-evident in the text, e.g. through using context, structure, words and phrases • Support and develop points of retrieval and inference with evidence from the text • Retrieve and infer information from across different texts, synthesising points as appropriate • Using appropriate note-taking strategies, summarise texts, distinguishing between main and supporting points • Know the main genre ingredients for fiction and non-fiction
Fiction, poetry, drama • Know the essential ingredients of different genres • Understand and identify narrative voice and points of view • Understand the function of characters in texts and how they are created • Identify how mood and tension is created in a narrative • Study the importance of precise vocabulary in texts • Understand the importance of speech in narrative • Understand how speech is managed in plays • Understand how form and language is explored in poetry • Relate texts to the social, historical and cultural contexts in which they were written	**Fiction, poetry, drama** • Identify the main features of different genres e.g. crime, mystery, adventure • Recognise the differences between first and third person narrative and how the writer's viewpoint can impact on meaning and effect • Understand how writers construct characters through physical features, movement, action, relationships, behaviour • Recognise how writers work to create and build up mood and tension, e.g. particular vocabulary, figurative language, rhetorical and linguistic devices, narrative hooks, stretching out of narrative time, unexpected noise, extreme weather, interplay of darkness and light • Understand how particular vocabulary can nuance meaning in texts

Learning objective	Pupils should be able to:
	• Recognise how dialogue can be used to move the action/plot along and convey character • Identify how speech is used in plays • Know how poets can work in particular ways to create effects, e.g. play on language and sound, pattern and rhyme, imagery, form • Understand how the meanings of texts are created within a socio-cultural context
Writer's use of language • Analyse how writer's use of linguistic and literary features shapes and influences meaning • Identify and explain the impact of figurative language and poetic devices, e.g. simile, metaphor, alliteration, personification and how it is used to create images and effects • Understand how writers use a variety of linguistic devices for effect: emotive language; rhetorical language; use of repetition to emphasise points; use of rhetorical questions to draw a reader in; use of 'we' and 'us' (pronouns) to involve the reader; alliteration; lists of three; repetition; direct address; over-exaggeration; irony and sarcasm; connectives to link and steer the reader; writer's use of punctuation • Explore how writers use language for dramatic and expressive effect • Parts of speech – nouns (common, abstract, proper, collective); noun phrases; verbs/verb phrases; adverbs; active and passive voice; sentence type; pronouns; prepositions • First, second and third person	**Writer's use of language** • Identify the range of linguistic, literary and poetic devices writers use to achieve meaning and effect, and comment on these, e.g. simile, metaphor, alliteration, assonance, personification, onomatopoeia • Identify and comment upon figurative language, e.g. simile, metaphor, alliteration, personification and how they can be used to create particular effects • Understand how writers create a range of effects through the deployment of language, e.g. rhetorical question for an interactive effect; pronouns for an inclusive effect; repetition for emphasis; rhetorical devices such as lists of three, repetition, direct address, hyperbole; connectives to link and steer the reader; figurative language; punctuation to clarify and emphasise meaning • Understand how writers create particular effects through language, e.g. suspense, excitement, empathy • Identify parts of speech and how their use can have an impact on intended meaning • Identify whether a text is written in first, second or third person and how it can impact on the meaning

Writing (Non-fiction and Fiction)	
Learning objective	**Pupils should be able to:**
Adaptation of form for purpose and audience • Choose among different non-fiction text types the right style and form to suit audience and purpose • Write a variety of non-fiction texts, based on texts read • Use and adapt the conventions and forms of texts • Write character portraits based on characters from reading • Write a description of places, settings • Use a mixture of speech, action and description in writing • Write play scripts • Develop vocabulary through reading and make use of new words in own writing	**Adaptation of form for purpose and audience** • Adapt writing of different non-fiction types to accommodate purpose and audience, e.g. persuade, inform, explain, instruct, recount, report, review • Identify the structural/language/rhetorical features of non-fiction texts from reading and incorporate these in their own writing, e.g. explanation, report, newspaper report, article, instructions, letter (formal and informal), review, diary, biography • Plan and write a narrative that follows the structure of orientation, complication and resolution, recognising the different kinds of openings (e.g. dialogue, descriptive) and endings (e.g. closed, open) that can be chosen • Create characters using physical description, behaviour, movement, speech, relationships with other characters • Describe places and settings within appropriate contexts, e.g. far away, getting closer; different seasons or times of the day; physical/movement/ behavioural features of a character. Descriptive/expressive language should be used for emotional/dramatic emphasis, e.g. figures of speech, precise verbs and adjectives, emotive vocabulary, short sentences, listing, ellipsis • Mix speech, action and description in writing so that there is interest for the reader. The word 'said' should be varied • Write play scripts that either follow narrative structure (orientation, complication and resolution) or are issue based, e.g. pollution issue in local community • Extend vocabulary through various means, e.g. reading, vocabulary notebooks, synonym lists, 'banned' words etc and use precisely in own writing

Learning objective	Pupils should be able to:
Text structure • Use paragraphing appropriately to divide and sequence own writing • Develop knowledge and use of different types of connective (e.g. time, opposition, cause and effect, addition) • Understand the organisational features of different language texts • Use paragraphs to understand and map narrative order and story structure • Write an effective story opening and ending	**Text structure** • Recognise the purpose of paragraphs in organising and sequencing information and ideas, so that there is appropriate development and build up for the reader • Use a range of connecting words and phrases in order to make ideas within and between paragraphs cohesive, recognising that these devices will serve different purposes, e.g. links in time, cause and effect, addition • Identify the different organisational and structural features adapted by different texts, and use them appropriately in their own writing, e.g. instructions – introductory overview and context, ingredients, step-by-step instructions, reference to state of finished item • Map out story structure in terms of paragraphs and orientation, complication and resolution. There should be some focus on variations of this, e.g. flashback • Identify different ways of starting stories, e.g. description, dialogue and different ways of ending them, e.g. closed, open
Sentence structures and punctuation • Use a range of sentence types: question, exclamation, command, statement • Use a range of sentence structures: simple, compound and complex • Use a range of connectives to join sentences in different ways • Punctuate complex sentences correctly • Use commas to mark off words, phrases and clauses	**Sentence structures and punctuation** • Use a range of sentence types when writing as appropriate • Use simple, compound and complex sentences in their writing as appropriate • Identify coordinating conjunctions (and, but, or) and subordinating connectives (what, who, when, which, where, why, that, if, so, then, because, as, although etc) • Punctuate complex sentences appropriately with a comma to mark off fronted subordinate clauses (*although I like football, I am not keen on tennis*) and parenthetic clauses (e.g. *The boy, who was very hungry, gobbled his food.*)

Learning objective	Pupils should be able to:
	• Recognise that commas are used for different purposes within a sentence to mark off:
	– Words and phrases, e.g. *I like chocolate, crisps, toffees and nougat; the weather today was light and airy, fresh and invigorating*
	– The contrastive 'but', e.g. *'I like football, but not tennis'*
	– A subordinate clause, e.g. *Although it is raining everywhere else, it is dry here*
	– A noun phrase in apposition, e.g. *Mrs Jones, 62 years old, was injured in an accident*
	– Direct address, e.g*. Mrs Lovedsay, I like your dress; I think, Class 4, you are not well behaved today*
	– Tag words, fillers, e.g. *Yes, you can come! Oh, I'm not sure about that*
	– A parenthetic clause e.g. *James, who is a well behaved boy, picked up all the books that had been dropped*
	– An adverbial phrase, e.g. *Yesterday at 4 o clock, we all went to the party; Slowly, we approached the old oak door*
	– A connective, e.g. *However, there is another point to make*
	– A non-finite clause, e.g. *Panting, I burst over the finishing line; Exhausted and tired, I fell to the ground.*

Learning objective	Pupils should be able to:
• Use a range of punctuation to clarify and emphasise meaning • Understand the difference between apostrophes of contraction and possession and use appropriately • Understand how verbs/verb phrases and tense should be managed and used in sentences • Understand how nouns/noun phrases should be managed and used in sentences • Distinguish between active and passive verbs • Understand how adverbs should be managed and used in sentences • Understand how prepositions should be used in sentences • Write with grammatical agreement of verbs and pronouns	• Identify and use a range of punctuation marks recognising their function in clarifying and emphasizing meaning for the reader, i.e. full stop, comma, question mark, exclamation mark, parenthetic dashes, brackets, colon and semi-colon • Identify the difference between apostrophes for possession and contraction and use them correctly in their writing • Identify the function of the verb and verb phrase and their integral part in sentence structure, and necessity for grammatical agreement. There should be additional focus on using precise verbs (e.g. not 'went' but 'trudged, strolled, tottered' etc) and qualification of action/ideas through auxiliaries such as modals, e.g. *could, would, may, might, should, can etc* • Identify the function of the simple and complex noun phrases, and how they can be used to provide visual meaning, e.g. *The man walked along the road – The tired, old man in the tattered overcoat walked along the long, winding road*. • Recognise the difference between active and passive verbs, and the place of passive verbs in more formal writing • Identify adverbs of manner, place and time and use them in their writing to qualify the verb appropriately and, in particular, how a character speaks and behaves • Identify prepositions and use them correctly in their writing • Understand the necessity for grammatical agreement and how to achieve this in their writing

Learning objective	Pupils should be able to:
Spelling • Distinguish between the spellings and meanings of common homophones • Practise spelling tense changes of irregular verbs • Identify and develop knowledge of suffixes • Understand how spellings of adjectives alter when -est is added • Understand how the spelling of verbs changes when -ing is added • Identify and be able to spell common suffixes • Investigate the spelling of words with silent letters • Investigate pluralisation • Know how words change when adding -y • Build on words with similar patterns and meanings to spell new words • Apply knowledge of spelling skills and strategies	**Spelling** • Correctly spell common homophones, e.g. there/their/they're; your/you're; waist/waste; peace/piece; coarse/course; brake/break; it's/its; whose/who's; accept/except; sea/see; dear/deer; hear/here; cereal/serial; know/no; sail/sale; flower/flour • Correctly spell irregular verbs, e.g. begin/began/begun; drunk/drank/drink; forget/forgot/forgotten; bring/brought • Correctly spell superlative adjectives forms, e.g. greatest, poorest, earliest, driest, noting that words ending in a 'y' change to 'i' before adding the suffix, and that words containing a short vowel before the final consonant double the consonant • Correctly spell words ending in -ing, recognising those that double the consonant and those that do not, e.g. running, skipping, burning, toasting, and those that drop the -e, dining, riding (Words ending in 'e' drop the 'e' before adding -ing; words with a short vowel before the final letter, double the final letter) • Correctly spell common suffixes, e.g. ful, able, ible, al, ary, less, ic, cion, tion, sion • Correctly spell words with silent letters, e.g. dumb, ghost • Correctly spell plural forms, noticing that those words ending in 'e' just add 's'; words ending in 'y' add 's' if the final letter is preceded by a vowel. If not, change the 'y' to 'i' and add 'es'. Words ending in 's, x, ch, sh' usually add 'es'. • Correctly spell words which originally ended in 'y'. (Most words just add 'y', e.g. fully. Double the consonant if it is preceded by a short vowel, e.g. funny. Words that end in 'e' drop the 'e' to add 'y', e.g. smoky

Learning objective	Pupils should be able to:
	• Correctly spell words with similar patterns e.g. right, light; rough, tough; elastic, plastic
	• Use a range of strategies to remember spellings, e.g. breaking the word into chunks, syllables or words, e.g. bus-i-ness, yes-ter-day, secret-ary, fri-end; mnemonics, e.g. necessary – one collar, two sleeves; collect words with similar letter strings/patterns, e.g. light, tight, right; use spelling rules e.g. pluralisation; use dictionaries

Assessment summary

The Edexcel International Award in Lower Secondary English is assessed by one achievement test.

Summary of table of assessment

Test information	Paper code: LEH01/01
Overview of assessment:	

Overview of assessment:

- Section A has a total of 40 marks. It addresses: reading skills, non-fiction texts, writer's use of language, language use.

- Section B has a total of 10 marks. It addresses: grammar and punctuation.

- Section C has a total of 20 marks which may be creative writing or writing for a specific audience or purpose. It addresses: adaptation of form for communication, text structure, sentence structures/punctuation and spelling.

- The test duration is 1 hour and 30 minutes.

- The questions target levels P3/S1, S2, S3 and S4.

Levels of attainment and weightings

	% in test
S1	20-30
S2	20-30
S3	20-30
S4	20-30
TOTAL	**100%**

Entering your pupils for assessment

Pupil entry

Details of how to enter pupils for this test can be found in Edexcel's *Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's website: www.edexcel.com

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the Joint Council for Qualifications (JCQ) policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations

- the forms to submit for requests for access arrangements and special considerations

- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information on the Equality Act 2010.

Assessing your pupils

The first assessment opportunity for this test will take place in the June 2012 series and in each following June series for the lifetime of the test.

Awarding and reporting

The awarding and certification of this test will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Edexcel International Award in Lower Secondary English will be graded as pass or fail and is awarded at four attainment levels:

- Level S1
- Level S2
- Level S3
- Level S4.

The first certification opportunity for the Edexcel International Award in Lower Secondary English is 2012.

Pass description

Please see *Appendix A: Levels of attainment*, for descriptions of standards expected at pass in reading and writing.

Language of assessment

Assessment of this test will be available in English only. Assessment materials will be published in English only and all work submitted for examination must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Pupil recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all pupils.

Prior learning

This Award builds on the content, knowledge and skills developed in the International Curriculum for English in Years 6, 7, 8 and 9.

Progression

This Award supports progression to study of the International GCSE in English Language (A or B) and English Literature.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this test successfully.

Ask the Expert – to make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our Frequently Asked Questions (FAQ) database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

Appendices

Appendix A: Levels of attainment

The attainment targets set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each level. The targets consist of four levels of increasing difficulty. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

Level	Attainment target: reading
S1	Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.
S2	In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They summarise a range of information from different sources.
S3	Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. They select and synthesise a range of information from a variety of sources.
S4	Pupils' responses are shown in their appreciation of, and comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how they are conveyed in different texts.

Level	Attainment target: writing
P3/S1	Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelled correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.
S2	Pupils' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

Level	Attainment target: writing (*continued*)
S3	Pupils' writing is confident and shows appropriate choices of style in a range of forms. In narrative writing, characters and settings are developed and, in non-fiction, ideas are organised and coherent. Grammatical features and vocabulary are accurately and effectively used. Spelling is correct, including that of complex irregular words. Work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.
S4	Pupils' writing shows the selection of specific features or expressions to convey particular effects and to interest the reader. Narrative writing shows control of characters, events and settings, and shows variety in structure. Non-fiction writing is coherent and gives clear points of view. The use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Writing shows a clear grasp of the use of punctuation and paragraphing.

Appendix B: Codes

Type of code	Use of code	Code number
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	LEH01
Entry codes	The entry codes are used to: • enter a pupil for assessment • aggregate the pupil's paper scores to obtain the overall grade for the qualification.	Please refer to the Edexcel *Information Manual*, available on the Edexcel website.