

Mark Scheme (Results)

Summer 2016

Pearson Edexcel International Lower
Secondary Curriculum in English Year 9
(LEH01)
Paper 01

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Publications Code LEH01_01_1606_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

SECTION A

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 | Award 1 mark for: <ul style="list-style-type: none"> • Before thinking about Do not accept more or less than this phrase | 1 |

| Question Number | Answer | Mark |
|-----------------|--------------------------------|------|
| 2 | Award 1 mark for: 2 billion | 1 |

| Question Number | Answer | Mark |
|-----------------|---------------------------------|------|
| 3 | Award 1 mark for: D = really | 1 |

| Question Number | Answer | Mark | | | | | | | | | | | | | | | |
|---|--|-------|------|-------|------------------------------------|--|---|---|--|---|-------------------------------|---|--|------------------------------------|--|---|---|
| 4 | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The world will be more predictable</td> <td></td> <td>✓</td> </tr> <tr> <td>There will be less competition for jobs</td> <td></td> <td>✓</td> </tr> <tr> <td>People will have many careers</td> <td>✓</td> <td></td> </tr> <tr> <td>The world population will decrease</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>Award 1 mark for all three correct.</p> | | True | False | The world will be more predictable | | ✓ | There will be less competition for jobs | | ✓ | People will have many careers | ✓ | | The world population will decrease | | ✓ | 1 |
| | True | False | | | | | | | | | | | | | | | |
| The world will be more predictable | | ✓ | | | | | | | | | | | | | | | |
| There will be less competition for jobs | | ✓ | | | | | | | | | | | | | | | |
| People will have many careers | ✓ | | | | | | | | | | | | | | | | |
| The world population will decrease | | ✓ | | | | | | | | | | | | | | | |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 | <p>Award 1 mark for each change explained:</p> <ul style="list-style-type: none"> • In South Korea, because students can study online/ anywhere at all/ they don't have to actually be present in school • In the USA, personalised learning means that students can make their own timetables/ schedules, recording/logging the work they do. | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 | <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • by using distance learning programmes via online communities | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 | <p>Award 1 mark for:</p> <p>C = to make the points stand out</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 | <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • will be able to solve problems creatively • will be able to communicate better • will never stop learning • accept an appropriate quotation e.g. 'creative problem solvers' | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 9 | <p>Award 1 mark for:</p> <p>C = they are very common</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 10 | Award 1 mark for: <ul style="list-style-type: none"> (In the) 19th century | 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 11 | Award 1 mark for: <ul style="list-style-type: none"> such approaches <p>underlining should not extend to adjoining words</p> | 1 |

| Question Number | Answer | Mark | | | | | | | | | | |
|------------------------------------|---|------------------------------------|---------------------|----------|-----------------------------|--------|-----------------------|-----------|--|--------------|---|---|
| 12 | <table border="1"> <thead> <tr> <th>Main benefits of outdoor schooling</th> <th>Supporting evidence</th> </tr> </thead> <tbody> <tr> <td>physical</td> <td>stronger/healthier/flexible</td> </tr> <tr> <td>social</td> <td>doing things together</td> </tr> <tr> <td>emotional</td> <td>Communicating/understanding/ talking about feelings</td> </tr> <tr> <td>intellectual</td> <td>paying attention / better concentration</td> </tr> </tbody> </table> <p>Award 1 mark for 2 correct answers. Award 2 marks for 3 correct answers. Accept quotations from the text.</p> | Main benefits of outdoor schooling | Supporting evidence | physical | stronger/healthier/flexible | social | doing things together | emotional | Communicating/understanding/ talking about feelings | intellectual | paying attention / better concentration | 2 |
| Main benefits of outdoor schooling | Supporting evidence | | | | | | | | | | | |
| physical | stronger/healthier/flexible | | | | | | | | | | | |
| social | doing things together | | | | | | | | | | | |
| emotional | Communicating/understanding/ talking about feelings | | | | | | | | | | | |
| intellectual | paying attention / better concentration | | | | | | | | | | | |

| Question Number | Answer | Mark | | | | | | |
|---------------------------------|--|---------|-------|---------------------------------|------------------|---------------------------|--------------------|---|
| 13 | <p>Award 1 mark for one correct answer:</p> <table border="1"> <thead> <tr> <th>Example</th> <th>Sense</th> </tr> </thead> <tbody> <tr> <td>listening to the trees rustling</td> <td>hearing (sounds)</td> </tr> <tr> <td>delicious flavour of food</td> <td>tasting (flavours)</td> </tr> </tbody> </table> | Example | Sense | listening to the trees rustling | hearing (sounds) | delicious flavour of food | tasting (flavours) | 1 |
| Example | Sense | | | | | | | |
| listening to the trees rustling | hearing (sounds) | | | | | | | |
| delicious flavour of food | tasting (flavours) | | | | | | | |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 14 | <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • to suggest (the writer's) uncertainty • to suggest (the writer's) open-mindedness • to suggest conjecture <p>Accept any other valid response.</p> | 1 |

| Question Number | Answer | Mark | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------|---------------------|---|--|---------------------|------------------------------------|--|--|-------------------------------------|----------------|---|--|--|---|---------|---------------------|--|--|-----------------------|----------------------------|-------------------------------------|--|---|------------------------------------|---|------------------------|--|--|---|
| 15 | <p>Reward answers which focus on the following features, with credit given for evidence and development of points.</p> <p>Text 1 Overall upbeat, positive style, for example:</p> <table border="1" data-bbox="363 443 1316 1153"> <thead> <tr> <th data-bbox="363 443 815 477">Feature</th> <th data-bbox="815 443 1316 477">Supporting evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 477 815 613">the first text is written in a conversational style with direct address to the reader</td> <td data-bbox="815 477 1316 613"><i>.. let's consider, world in which we live</i></td> </tr> <tr> <td data-bbox="363 613 815 649">rhetorical question</td> <td data-bbox="815 613 1316 649"><i>And where are they heading?</i></td> </tr> <tr> <td data-bbox="363 649 815 752">three patterned short sentences, (like a speech-maker)</td> <td data-bbox="815 649 1316 752"><i>To a busy... To join up... To follow...</i></td> </tr> <tr> <td data-bbox="363 752 815 855">exclamation mark to emphasise point</td> <td data-bbox="815 752 1316 855"><i>...yet!</i></td> </tr> <tr> <td data-bbox="363 855 815 992">use of bullet points makes evidence short and snappy, each one no longer than 2 sentences</td> <td data-bbox="815 855 1316 992"></td> </tr> <tr> <td data-bbox="363 992 815 1153">rounded off with another rule-of-three flourish (twice over)</td> <td data-bbox="815 992 1316 1153"><i>creative problem solvers, better communicators and lifelong learners</i></td> </tr> </tbody> </table> <p>Text 2 Overall academic tone, single moment of descriptive writing used to paint picture of outdoor experience works to shape reader's opinion implicitly, unlike overt 'in your face' tone of Text 1</p> <table border="1" data-bbox="363 1323 1316 2011"> <thead> <tr> <th data-bbox="363 1323 786 1357">Feature</th> <th data-bbox="786 1323 1316 1357">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 1357 786 1494">information given in an impersonal way</td> <td data-bbox="786 1357 1316 1494">most sentences start with abstract subjects, long nominal groups</td> </tr> <tr> <td data-bbox="363 1494 786 1563">nouns mostly abstract</td> <td data-bbox="786 1494 1316 1563"><i>joy, sympathy, fear</i></td> </tr> <tr> <td data-bbox="363 1563 786 1632">verbs not active, unlike first text</td> <td data-bbox="786 1563 1316 1632"></td> </tr> <tr> <td data-bbox="363 1632 786 1736">'scientific' statements to shows that the writer is defining things</td> <td data-bbox="786 1632 1316 1736">verb <i>to be</i>: <i>is, are</i></td> </tr> <tr> <td data-bbox="363 1736 786 1839">modal verb used to show that things are possible, perhaps, but not definite</td> <td data-bbox="786 1736 1316 1839"><i>can would might</i></td> </tr> <tr> <td data-bbox="363 1839 786 2011">- long sentences, linked together to shape the point of view</td> <td data-bbox="786 1839 1316 2011"><i>however importantly mean that equally overall</i></td> </tr> </tbody> </table> | Feature | Supporting evidence | the first text is written in a conversational style with direct address to the reader | <i>.. let's consider, world in which we live</i> | rhetorical question | <i>And where are they heading?</i> | three patterned short sentences, (like a speech-maker) | <i>To a busy... To join up... To follow...</i> | exclamation mark to emphasise point | <i>...yet!</i> | use of bullet points makes evidence short and snappy, each one no longer than 2 sentences | | rounded off with another rule-of-three flourish (twice over) | <i>creative problem solvers, better communicators and lifelong learners</i> | Feature | Supporting Evidence | information given in an impersonal way | most sentences start with abstract subjects, long nominal groups | nouns mostly abstract | <i>joy, sympathy, fear</i> | verbs not active, unlike first text | | 'scientific' statements to shows that the writer is defining things | verb <i>to be</i> : <i>is, are</i> | modal verb used to show that things are possible, perhaps, but not definite | <i>can would might</i> | - long sentences, linked together to shape the point of view | <i>however importantly mean that equally overall</i> | 4 |
| Feature | Supporting evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the first text is written in a conversational style with direct address to the reader | <i>.. let's consider, world in which we live</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| rhetorical question | <i>And where are they heading?</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| three patterned short sentences, (like a speech-maker) | <i>To a busy... To join up... To follow...</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 'scientific' statements to shows that the writer is defining things | verb <i>to be</i> : <i>is, are</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| modal verb used to show that things are possible, perhaps, but not definite | <i>can would might</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - long sentences, linked together to shape the point of view | <i>however importantly mean that equally overall</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|--|--|--|
| | <p>Accept other appropriate points focused on features of purpose and audience.</p> <ul style="list-style-type: none"> • 1 mark for basic feature spotting without an attempt at comparison • 2 marks for a response that attempts to link features across the texts but without comparing them • 3 marks for a response with a basic attempt at comparison • 4 marks for a fully developed comparison of one or more features | |
|--|--|--|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 16 | <p>Award 1 mark for the following:</p> <p>14 years /fourteen</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 17 | <p>Award 1 mark for any two of the following:</p> <ul style="list-style-type: none"> • a few tips (for remembering information) • (jumbled) list of wars • (a) dreamy image of the world's geography • not a lot <p>Accept any other valid responses</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 18 | <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • the school was full/crowded • children 'swept' in • came from miles away • ideas of a torrent of children • children kept on arriving <p>Do not reward an unexplained quote</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 19 | <p data-bbox="371 320 1125 383">Award one mark for each of the following up to the maximum of two:</p> <ul data-bbox="424 427 903 568" style="list-style-type: none"><li data-bbox="424 427 884 456">• way they smelt/ strange odours<li data-bbox="424 463 874 492">• way they spoke/ strange oaths<li data-bbox="424 499 890 528">• what they ate/ their curious pies<li data-bbox="424 535 903 564">• what they wore/ quaint garments | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 20 | <p>Award 1 mark for two or three correct. Award 2 marks for four correct.</p> <p>Dialogue: character:</p> <p>Laurie: What's this?</p> <p>Sister: You're starting school today.</p> <p>Laurie: I'm not. I'm stopping 'ome.</p> <p>Sister: Now, come on, Laurie. You're a big boy now</p> <p>Laurie: I'm not.</p> <p>About the</p> <p>persuasive</p> <p>child-like</p> <p>surprise</p> <p>commanding</p> <p>stubborn</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 21 | <p>Award 1 mark for both words ticked:</p> <p>A = bossy C = affectionate</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|--|--------|
| 22(a) | <p>Award 1 mark for, e.g.:</p> <ul style="list-style-type: none"> • noise and confusion • gives terrifying idea of being trapped in the middle of it • being amongst wild animals | 1 |
| 22(b) | <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • simile: <i>Grit flew in my eyes <u>like shrapnel</u> like a spinning top</i> <p>Award 1 mark for explanation of effect, e.g:</p> <ul style="list-style-type: none"> • evokes idea of warfare, emphasises violence of playground/ makes it like a battle ground, writer as a powerless victim, can't see clearly/blinded by grit churned up from others' running all around him • suggests how fast he is turning/makes it seem wild or uncontrolled/makes him feel powerless. | 1 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 23 | <p>Award 1 mark for refence to size of Laurie, 1 mark for his partial vison:</p> <ul style="list-style-type: none"> • because he is only a metre tall • he can only see the lower parts of others/ only see the legs and feet, trousers and skirts not their whole bodies | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 24 | <p>Award 1 mark for:</p> <p>D = seething with anger</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|---|--------|
| 25 | <p>(a) An explanation of present meaning a moment in time e.g. now</p> <p>(b) A gift or reward for doing what he was meant to ('sit there')</p> | 1 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 26 | <p>Award up to 4 marks for answers that show understanding of ways in which these opening paragraphs:</p> <ul style="list-style-type: none"> ▪ set up expectations about what we are about to discover ▪ introduce readers to place and period of narrative ▪ provide a context for the writer's recall of shock and humour of his first day at school ▪ are written from the perspective of an adult looking back over time, reflecting on the type of schooling then available ▪ contain a critical judgement about the very basic nature of curriculum on offer, while indicating that it was 'one up' on previous generation. ▪ overall tone gentle/benign, accepting of what things were like <p>NB In order to be credited these responses must be securely related to evidence from the text. Do not reward generic responses.</p> <p>Accept other appropriate points providing that they relate to the text</p> <ul style="list-style-type: none"> • 1 mark for basic feature spotting • 2 marks for a response with description of features but no explanation • 3 marks for a response with a basic attempt at explanation • 4 marks for a fully developed explanation of purpose and ideas. | 4 |

SECTION B

| Question Number | Answer | Mark |
|-----------------|--|--|
| 27 | (a) Award 1 mark for correctly amended sentence: It is widely accepted that outdoor education offers exciting, inspiring, different and appealing activities for young people. (b) Award 1 mark for the following: I hope you are fully aware of all the benefits of outdoor education: it is healthy, stimulating and, most of all, really worthwhile. | 1 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 28 | Award 1 mark for correct underlining of both prepositional phrases: Digital Communication has resulted <u>in</u> more changes <u>to</u> daily life than any other invention. | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 29 | <ul style="list-style-type: none">• who <p>Also accept underlining. Do not award if more than one word selected.</p> | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 30 | Award 1 mark for correct underlining: <u>every effort should be made to take healthy exercise on a regular basis.</u> | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 31 | <p>Award 1 mark for each correct up to a maximum of two:</p> <p>(a) undo - prefix 'un' means to reverse an action</p> <p>(b) redo - prefix 're' means to do something over again</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 32 | <p>Award 1 mark for each correction:</p> <p>The students tries [TRY] hard in every lesson but [BECAUSE or AND] they want to succeed. There [THEIR] teacher is very pleased.</p> | 3 |

SECTION C

| Question Number | Indicative content |
|-----------------|--|
| 31 | <p>Reponses will be a recount of:</p> <ul style="list-style-type: none">▪ a particular place/setting/thoughts and feelings▪ early school experience▪ description of who else was present and why they were important/significant▪ details of any unforgettable people▪ some reflection, looking back on the experience, from the standpoint of the present. <p>Responses may demonstrate a range of techniques to increase the interest/empathy e.g.</p> <p style="padding-left: 40px;">framing the experience from the standpoint of writer today, making a contrast between then and now, describing the physical sensations of the moment including perceptions of the characters' emotional and mental reactions, vivid and figurative language, use of direct speech/ observations on the significance of the event.</p> <p>Credit should be given for a wide range of responses.</p> |

SECTION C

Question 31

Form, communication and purpose

| Level | Marks | Criteria |
|-------|-------|--|
| 4 | 1-3 | <ul style="list-style-type: none"> • The form of a narrative/description is maintained. Some balance between description and narrative. Some content developed to engage reader. • Viewpoint established and generally maintained. • Some stylistic features used to support purpose. • The piece is organised: paragraphs or sections are logically sequenced although transitions may be awkward. • Within paragraphs or sections content may be developed around a main sentence. Paragraphs or sections organised to expand a particular point. Connections within paragraphs or sections maintained. |
| 5 | 4-5 | <ul style="list-style-type: none"> • Content of narrative/description adapted so as to appeal to the reader. • Viewpoint established and controlled. • Some stylistic features add emphasis and interest. • Overall organisation supported by paragraphs or sections. Relationship between paragraphs or sections gives structure to the whole text. • Within paragraphs or sections main ideas are developed with relevant detail or examples. Reference sometimes varied to avoid repetition. |
| 6 | 6-8 | <ul style="list-style-type: none"> • Narrative/description well focused on audience and purpose, with some evidence of considered selection and development. • Point of view well controlled, incorporating some other or wider perspective/s. • Stylistic features sometimes ambitious, creating clarity and emphasis. • Overall direction of the text signalled, with a range of features used to control overall structure. • Some range of cohesive devices used within paragraphs/sections, sometimes creating emphasis or effect. |
| 7 | 9-10 | <ul style="list-style-type: none"> • Narrative/description well shaped and adapted for purpose, with content purposefully selected to appeal to the reader. • Confident viewpoint, with a range of perspectives well managed • A wide range of stylistic devices, focused intentionally on reader and purpose. • Narrative and description managed and shaped to achieve purpose and effect, with a range of cohesive devices used to position the reader. |
| 8 | 11-12 | <ul style="list-style-type: none"> • Piece adeptly adapted for purpose and reader, achieving its intended effect. • Assured viewpoint, skilfully positioned within other perspectives • A wide range of stylistic devices deployed for precise effect in relation to purpose, reader and effect. • Reader adeptly positioned throughout the text, so that the intended effect is achieved. Narrative/description skilfully built up and crafted. |

Spelling, punctuation and grammar

| Level | Marks | Criteria |
|-------|-------|--|
| 4 | 1 | <ul style="list-style-type: none">• Sentences mostly grammatically sound.• Some variety in subordinating connectives.• Adverbials, expanded noun phrases and modals add variety. Tense choice mainly appropriate.• Some variation in subjects of sentences.• Most sentences correctly demarcated. Some commas mark phrases or clauses.• Spelling is usually accurate, including common, polysyllabic words. |
| 5 | 2-3 | <ul style="list-style-type: none">• Simple and complex sentences with some variety of connectives. Expansion of phrases and clauses adds detail. Range of verb forms develops meaning and maintains appropriate tense choice. Additional words and phrases contribute to shades of meaning.• Range of punctuation used almost always correctly.• Words with complex regular patterns are usually spelt correctly. |
| 6 | 4-5 | <ul style="list-style-type: none">• Sentences almost always grammatically correct. Variation in sentence structure, type and length sometimes managed for conscious effect. Placing of phrases and clauses sometimes creates emphasis or effect.• Range of punctuation used to clarify meaning for the reader.• Spelling is generally accurate, including that of irregular words. |
| 7 | 6-7 | <ul style="list-style-type: none">• Sentence structure and detail within the sentence is well controlled and deployed, contributing to the overall development of the text.• A range of punctuation deployed for clarity and effect.• Spelling is correct, including that of complex, irregular words; any errors stand out as untypical or one-off slips. |
| 8 | 8 | <ul style="list-style-type: none">• Wide variety of sentence structures positioned and crafted, achieving emphasis and clarity.• Range of punctuation deployed skilfully to enhance meaning, achieving particular effects.• Spelling correct over the range of vocabulary used, including more complex and difficult words. |

