



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE  
In English Language B (4EB1)  
Paper 01R

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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**

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>1</b>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• it is sprawling</li> <li>• it occupies three buildings</li> <li>• it has space for 400 staff</li> <li>• it has a vast gym</li> <li>• a branded theme park</li> <li>• it is (glistening) black and chrome</li> <li>• there is music blaring</li> <li>• it has fitness videos</li> <li>• it has messages of affirmation (on the walls)</li> </ul>	<b>(1)</b>

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>2</b>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• he is down-to-earth/keeping personal life as simple and relaxed as possible</li> <li>• he is an Aston Villa Football Club season ticket holder</li> <li>• he likes Marks and Spencer ready meals</li> <li>• he sees his mum and dad every weekend</li> <li>• he spends time with his girlfriend</li> <li>• he goes to the gym</li> <li>• he walks his dog</li> <li>• he watches football</li> <li>• he has a chaotic professional life</li> </ul>	<b>(1)</b>

Question Number	Indicative Content	
3	<p>Reward responses that demonstrate how the writer presents his ideas about Ben Francis and Gymshark.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the opening presents a negative experience: 'a future he would rather avoid'</li> <li>the negative description of his work experience, '12-hour days', 'hard work and sweat', 'permanently aching back', which the reader might empathise with</li> <li>the use of direct speech/quotations from Ben Francis adds authenticity</li> <li>the use of time/temporal markers: 'When he was 14', 'Fifteen years', 'Gymshark was founded in 2012'</li> <li>the tricolon 'founder, majority shareholder and chief marketing officer' shows how much he has achieved, reinforced by the reference to 'a £1 billion-plus valuation'</li> <li>the description 'unblinking Silicon Valley gaze' suggests how focused he is and links to how his company is like the technology giants in Silicon Valley</li> <li>the phrase, 'By hook or by crook', shows his determination</li> <li>the alliteration of 'building one of the biggest brands', 'biggest and best', which emphasises the ambition he has</li> <li>the description, 'glistening black and chrome', suggests how new and modern the buildings are</li> <li>the inspirational message, 'Be a Pioneer', is used to reflect/suggest how Ben Francis developed Gymshark</li> <li>the description of Ben Francis makes him sound attractive, 'At 28, he looks young and healthy, because he is', which suggests that he has not been corrupted by success</li> <li>the humorous aside, 'I wonder where you get your hair cut when you're worth £700 million', reminds the reader how successful he has become</li> <li>the use of his initial difficulties, 'A friend showed', 'his grandmother taught', which shows the importance of friends and family</li> <li>'a lifetime ago' suggests how things have changed and how it was more difficult then</li> <li>the use of figures and statistics shows how successful Gymshark has become: '£30,000 a day', '50,000 a day', '£260 million'</li> <li>'Resolutely down-to-earth' implies he has his feet on the ground and this is highlighted by the description of his lifestyle: 'Aston Villa Football Club season ticket holder', 'ready meals'</li> <li>Francis's description of his weekend, 'gym, walk dog, watch football', which reinforces how normal it is</li> <li>the writer's use of questions: 'What about the name, I wonder? Where did Gymshark come from?'</li> <li>the surprising answer: 'I bought a £3.50 domain name'.</li> </ul>	(10)

<b>Question 3</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

## Text Two

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
4	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• (she has enjoyed) setting goals for herself</li> <li>• (she has enjoyed) striving to achieve them</li> <li>• (she has enjoyed) the reward of seeing people excel</li> <li>• (she has enjoyed) the reward of seeing people achieve their full potential</li> <li>• (she has enjoyed) the great feeling of having a plan in place</li> <li>• (she has enjoyed) the great feeling of empowering/ supporting people to achieve their best</li> <li>• (she has enjoyed) working in a team</li> <li>• (she has enjoyed) overcoming challenges/barriers</li> </ul>	(1)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
5	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• empower them</li> <li>• build their confidence (in the sector)</li> <li>• show them they do belong</li> <li>• create inspiring female leaders</li> <li>• create inspiring role models</li> <li>• education</li> <li>• have more women teachers in IT</li> <li>• create a more diverse and inclusive syllabus</li> </ul>	(2)



Question Number	Indicative Content	M
6	<p>Reward responses that demonstrate how Nicky Saner presents her ideas about her job and women in technology.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the use of the verbs, 'striving' and 'forced', in the opening sentence suggests that she has always enjoyed a challenge</li> <li>this is balanced by the use of positive language, 'enjoyed', 'a great feeling', 'satisfying', 'success', which suggests that she finds the challenges fulfilling</li> <li>the use of 'which everyone has' reassures the reader that she understands the difficulties people face</li> <li>the verb, 'fascinated', shows how interested she was in technology as a child</li> <li>the tricolon, 'will shape you, build your skills and help your career', focuses the reader on how beneficial any job can be</li> <li>the description of IT as 'exciting', which may not be everyone's idea, surprises the reader</li> <li>the use of the tricolon, 'innovation, creativity and problem solving', suggests that there are interesting aspects of IT which may attract people (women) who are not scientific</li> <li>the reference to 'people' is to attract those who may feel that IT has little to do with the real world</li> <li>the use of 'daily lives easier, better and safer' lists aspects which women may not have considered and might appeal to women readers</li> <li>the listing of the issues, 'stereotypes, education, confidence, and lack of role models', which suggests the number of difficulties women have to overcome</li> <li>the listing of opportunities, 'cyber security, robotics and Artificial Intelligence', which suggests there are unusual opportunities might appeal to women</li> <li>the description of job opportunities, 'fast-moving', 'exciting', 'interesting and challenging' which sound attractive</li> <li>the use of 'embedded belief', which suggests how deeply this belief is held</li> <li>'years of ingrained misconceptions' implies that this attitude is long-lasting and established</li> <li>the tricolon, 'start by empowering women, building their confidence in the sector, and showing them that they do belong here', emphasises the ways women can be encouraged to work in technology</li> <li>the use of 'fantastic' and 'inspiring', which suggests the positive impact</li> <li>the optimistic and encouraging 'change is well under way'</li> <li>the use of direct address to inspire women: 'you can be a part of the future of technology'</li> </ul>	

	<ul style="list-style-type: none"> <li>the use of an inspiring and imperative final sentence: 'Be confident, find an area that interests you and go after it!'</li> <li>the use of first person (throughout).</li> </ul>	(1)
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Question 6		
Level	Mark	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>The use of references is limited.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
Level 4	7–8	<ul style="list-style-type: none"> <li>Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
Level 5	9–10	<ul style="list-style-type: none"> <li>Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

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>• presents an initial unpleasant description of a work environment/work experience at his grandfather's company</li> <li>• uses direct speech to present Ben Francis's views</li> <li>• contrasts the initial description with his current achievement: '£1 billion-plus valuation'</li> <li>• describes how he developed the company: 'four apps and six different websites', 'The seventh was Gymshark'</li> <li>• describes the offices to show how successful he is: 'a branded theme park in glistening black and chrome'</li> <li>• uses the description of how he started to show his determination: 'two years to get right'</li> <li>• shows that despite his success he is realistic, 'down-to-earth'.</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 has a positive upbeat tone</li> <li>• it is a third-person account</li> <li>• it shows how an ordinary person can be successful</li> <li>• it is an article.</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• starts positively: 'always enjoyed', 'a great feeling'</li> <li>• develops a reassuring and advisory tone: 'Your experiences in every role will shape you'</li> <li>• gives reasons why the technology sector is attractive: 'combining innovation, creativity and problem solving'</li> <li>• presents the issues that prevent women from considering careers in IT: 'the top issues are stereotypes, education, confidence, and lack of role models'</li> <li>• offers solutions: 'empowering women'</li> <li>• directly addresses the audience: 'you can be a part of the future'.</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 is a transcript of an interview</li> <li>• it is first person</li> <li>• the purpose is to persuade more women to consider working in IT.</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>• Text One is informative/Text Two is persuasive and advisory</li> <li>• Text One is about one successful businessman/Text Two is to persuade more women to work in IT</li> <li>• Text One is about a man/Text Two is about women</li> <li>• Text One presents a success story/Text Two presents problems to be overcome</li> <li>• Text One shows the financial benefits of success/Text Two shows the personal benefits of success</li> <li>• Text One presents one success story/Text Two suggests how more people can be successful</li> <li>• Text One uses direct speech to show Ben Francis's ideas/Text Two uses an interview and first-person account</li> </ul>

	<ul style="list-style-type: none"> <li>• both texts are about successful people</li> <li>• both texts contain information about their backgrounds</li> <li>• both texts refer to technology</li> <li>• both texts clearly convey the writers' ideas and perspectives.</li> </ul> <p>Reward all valid points.</p>
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Question 7		
Level	Mark	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<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	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts; they are discriminating and fully support the points being made.</li> </ul>

Question Number	Indicative content
8	<p>A suitable register for a talk to their 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 challenges they faced</b></p> <ul style="list-style-type: none"> <li>• having little money</li> <li>• not having the correct knowledge</li> <li>• being young</li> <li>• taking a long time to succeed</li> <li>• no access to online advertising</li> <li>• lack of appropriate education</li> <li>• lack of confidence</li> <li>• stereotyping</li> <li>• lack of guidance</li> </ul> <p><b>What influenced them</b></p> <ul style="list-style-type: none"> <li>• personal experience</li> <li>• education</li> <li>• family and friends</li> <li>• helping people achieve</li> <li>• being able to overcome obstacles</li> <li>• the media</li> <li>• seeing the benefits to society</li> </ul> <p><b>Advice on how to be successful</b></p> <ul style="list-style-type: none"> <li>• study/get an education</li> <li>• do not worry if you have to change direction</li> <li>• be determined</li> <li>• believe in yourself</li> <li>• do not be disheartened</li> <li>• do not be arrogant/be humble</li> <li>• take risks.</li> </ul> <p>Reward all valid points.</p>

**Question 8**

<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	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is limited.</li> <li>• Includes a small number of points with some relevance.</li> <li>• Demonstrates a limited ability to locate and retrieve information and ideas.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is valid, but not developed.</li> <li>• Gives some relevant points.</li> <li>• Brings in some relevant information and ideas.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made.</li> <li>• Offers a reasonable number of relevant points.</li> <li>• Shows secure appreciation of information and ideas.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made.</li> <li>• Offers a good number of relevant points.</li> <li>• Makes well-focused comments about information and ideas.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made.</li> <li>• Offers a wide range of relevant points.</li> <li>• Presents well-focused comments with perceptive references to information and ideas.</li> </ul>

**Question 8**

<b>Level</b>	<b>Mark</b>	<b>AO4</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	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	5–7	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	8–10	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	11–12	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

**Question 8**

<b>Level</b>	<b>Mark</b>	<b>AO5</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	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing</li> <li>Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors</li> <li>Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>



**SECTION C: Writing**

<b>Question Number</b>	<b>Indicative content</b>
<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: money always helps in any situation; it can enable you to develop your ideas; everyone wants to earn more money; it is easier to succeed if you do not have to worry about money; being successful means many different things; success is not simply measured by earning; there are rich people who are not successful; money does not always make people kind or nice to know.</p> <p>Examiners should be open to a wide range of interpretation.</p>

<b>Question Number</b>	<b>Indicative content</b>
<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>Question Number</b>	<b>Indicative content</b>
<b>11</b>	<p>Candidates may choose a range of role models who may be real (alive or dead) or imaginary. Answers may include descriptions of the person, how they have been inspirational or why they are important to them.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what the person was like and how they have been an inspiration, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>

**Questions 9, 10 and 11**

<b>Level</b>	<b>Mark</b>	<b>AO4</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	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	17–20	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

<b>Questions 9, 10 and 11</b>		
<b>Level</b>	<b>Mark</b>	<b>A05:</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	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structures as appropriate.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

