



Mark Scheme (Final)

January 2020

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

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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.
- In some cases details of what will not be accepted for a marking point will be identified below the phrase 'do not accept'.
- 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

## Assessment Objectives

AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.
AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

## SECTION A: Reading

### Text One

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• he enjoyed art (from a very young age)</li> <li>• the (student) teacher</li> <li>• the images</li> <li>• the (local art) exhibition</li> <li>• it was like walking into another dimension</li> <li>• he never imagined such simple and stylistic designs</li> <li>• the impact of the visit never left him</li> </ul>	(1)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• he used his interests</li> <li>• he used his enthusiasm</li> <li>• he used his guidance</li> <li>• he taught in a range of schools</li> <li>• he observed transformation of (reluctant) students</li> <li>• the students became willing risk-takers</li> <li>• the students grew in confidence</li> <li>• the students embraced new possibilities</li> <li>• some students excelled (beyond his own skill level)</li> </ul>	(1)

Question Number	Answer	Mark
3	<p>Reward responses that demonstrate how the writer presents his attitude to studying art.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of the first person/personal story engages the reader: 'I'd like to explain my personal story'</li> <li>• use of triplets: 'drawing, painting and making things', 'make, mould and create', 'experiment, adapt and explore', 'shaped, influenced and defined' (many examples throughout)</li> <li>• the use of powerful language to explain the effect of being introduced to art at the age of eight: 'vividly recall', 'like walking into another dimension' (simile), 'impact', 'major influence'</li> <li>• the use of the metaphor 'embraced' to show his enthusiasm</li> <li>• the language used to describe the influence of his primary school teacher: 'had inspired, encouraged and supported me' (triplet)</li> <li>• the language used to show how art is valued at his secondary school: 'prized'</li> <li>• the sympathetic language used for the teacher in the hospital: 'well-meaning', 'in desperation', 'I sensed the anxiety flowing', which shows some of the difficulties of teaching art</li> <li>• the use of language to show the impact that art can have: 'transformation', 'grew in confidence', 'embraced new possibilities' (metaphor), 'excelled'</li> <li>• the negative language to describe student teachers: 'denied', 'unsure', 'only to gain academic results'</li> <li>• this contrasts with the writer's hope: 'will ignite the interest' (metaphor)</li> <li>• the use of questions in the final paragraph: 'what can we do to support and encourage (rather than limit) human development in others?'</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**

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
4	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• it is a medium for expression/passion/emotion</li> <li>• to present opinions</li> <li>• to challenge authority</li> <li>• to record iconic moments (in history)</li> <li>• it has captured the imagination</li> <li>• it is a way for ordinary people to pour out their hearts</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>
5	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"> <li>• he is one of the most famous/important artists of the twentieth century</li> <li>• she thought his work was a load of odd shapes and lines</li> <li>• she has come to admire him/his courage</li> <li>• his invention of his strange/occasionally mad/new/original art style (Cubism)</li> <li>• her favourite paintings are his portraits</li> <li>• she is fascinated/(by the way) he breaks down and changes the human body</li> <li>• his painting sold for \$95 million/second most expensive painting</li> <li>• made her fall in love with art</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer presents her enthusiasm for art.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• it is a first-person account</li> <li>• the colloquial style throughout</li> <li>• the use of informal language from the start: ‘shove me down’, ‘such a massive part’, ‘turn up their nose’ (metaphor) appeals to young people</li> <li>• the use of the triplet: ‘expression, passion and emotion’, which is repeated</li> <li>• the language used to describe how important art is at school: ‘a popular choice’, ‘great introduction’</li> <li>• the use of listing of the various uses of art</li> <li>• the use of questions: ‘What is art actually supposed to be? What is it supposed to <i>do</i>, exactly?’</li> <li>• the language used to describe the traditional approach to art in schools and the writer’s reaction: ‘quite firmly against’, ‘sadly’, ‘mindless repetition’</li> <li>• this language contrasts with her reaction to ‘more unusual and inventive artists’: ‘truly love the subject’, ‘freedom of expression’</li> <li>• the language used to describe her initial reaction to Picasso’s ‘odd shapes and lines’ contrasts with her later understanding: ‘courage’, ‘a new, strange and occasionally mad art style’ (triplet), ‘fascinating’</li> <li>• the language used to describe books about artists: ‘discover characters through their actions, their speech and their thoughts’, ‘what’s deepest inside them’, ‘hidden in the cracks in their art’ (metaphor)</li> <li>• the use of the inclusive pronoun ‘you’ at the end ‘so long as you remember what art really is’.</li> </ul>	(10)



<b>Question 6</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>

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>• states the writer’s attitude in the first paragraph: ‘fully convinced of the importance of art and design’</li> <li>• explains how he became interested in art: ‘began to see the value of art’, ‘the very first time’</li> <li>• the writer uses positive language to capture this experience: ‘like walking into another dimension’, ‘never imagined’, ‘major influence’</li> <li>• makes positive points about his teachers: ‘an enthusiastic student teacher’, ‘the willingness of my teachers’, ‘prized’, ‘he was prepared to allow us’</li> <li>• he talks about different art forms: ‘papier-mâché’, ‘painting’, ‘ceramics’</li> <li>• he writes about his teaching career: ‘applying my interests’, ‘observed the transformation’</li> <li>• asks questions at the end.</li> </ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"> <li>• first-person account/personal story</li> <li>• fairly formal style</li> <li>• the use of positive language throughout.</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>• uses a very direct opening: ‘Anyone who’s been within ten feet of me’</li> <li>• shows a strong support for the study of art: ‘popular choice at GCSE’, ‘great introduction to creative industries’</li> <li>• is enthusiastic in identifying the positive aspects of art: ‘as close to immortality’</li> <li>• the use of questions: ‘What is art actually supposed to be?’</li> <li>• expresses clear opinions: ‘I’m quite firmly against’, ‘I came to truly love the subject’</li> <li>• uses a specific artist ‘Picasso’ to demonstrate her attitudes and enthusiasm</li> <li>• shows that art is accessible to all: ‘read about it’, ‘create it’, ‘or appreciate it’.</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>• first-person account</li> <li>• informal/colloquial style</li> <li>• the use of positive language and examples throughout.</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>• Text One is from an adult perspective/Text Two is from a teenage perspective</li> <li>• Text One is looking back at experiences of art education/Text Two is about the writer’s passion for art</li> <li>• Text One is almost autobiographical and persuasive/Text Two is discursive and persuasive</li> <li>• both texts stress the importance of art</li> <li>• both texts use positive language and examples</li> <li>• both texts aim to persuade the reader that art is important</li> <li>• both texts clearly convey the writers’ ideas and perspectives.</li> </ul>

Reward all valid points.

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>

## SECTION B: Reading and Writing

Question Number	Indicative content
8	<p>A suitable register for a letter to a friend 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 ways you can learn about art</b></p> <ul style="list-style-type: none"> <li>• at school</li> <li>• from good/inspirational teachers</li> <li>• from studying artists</li> <li>• by questioning</li> <li>• by developing/growing up</li> <li>• from reading</li> <li>• from art exhibitions</li> <li>• at college</li> <li>• from others (students)</li> </ul> <p><b>Different types of art</b></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• drawing</li> <li>• crafts</li> <li>• design</li> <li>• using papier-mâché</li> <li>• ceramics/pottery/clay</li> <li>• modelling</li> </ul> <p><b>Why art is important</b></p> <ul style="list-style-type: none"> <li>• it can be used to get a job in the creative industries</li> <li>• it allows you to express yourself</li> <li>• it helps people to say things without words</li> <li>• it gives people freedom of expression</li> <li>• it is all around us</li> <li>• everyone can enjoy it</li> <li>• it can take you out of this world</li> <li>• it can develop your imagination</li> <li>• you can learn new techniques</li> <li>• it can change lives</li> <li>• it can help people develop</li> </ul> <p>Reward all valid points.</p>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
	0	No rewardable material.
<b>Level 1</b>	1-2	<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>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.</b>
	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>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>A05</b> Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.
	0	No rewardable material.
<b>Level 1</b>	1-2	<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

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: art allows students to be creative; the ability to draw can help in other subjects, e.g. design and technology; there are many forms of art; art enables students to relax from the academic subjects; if you cannot paint or draw it is boring; it is a waste of time that could be spent studying or exercising; there are not many jobs that require art.</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 range of pictures, paintings or photographs. Answers may include descriptions of the picture, painting or photograph, the effect it had on them or why it is significant to them.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what the picture, painting or photograph is like and how it has made an impression, 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>AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.</b>
	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>

