

# Mark Scheme (Results)

## Summer 2007

GCSE

GCSE English B (1204/3F)

# 1204/3F: Unprepared Non-Fiction (F)

## SECTION A: UNPREPARED NON-FICTION

*You must answer the question in this section.*

You should spend about 40 minutes on this question.

1. Read the extract from *Said and Done*. How does the writer present his childhood memories in a way that holds the interest of the reader?

You should write about:

- the contrast between where he lives now and where he lived in Liverpool
- the description of Seaforth Sands in wartime
- the dramatic way he tells the story of the minefield
- the ways in which this experience still puzzles him
- interesting use of language.

Support your answer with examples from the text.

(Total for Section A: 25 marks for Reading)

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**Assessment Objectives:**

- read with insight
- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are **not expected to deal with every possible point**, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (**understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references**) of the reading mark grid and the "best fit" approach statement.

**A successful answer will focus on:**

- evaluating the passage in terms of how the writer holds the interest of the reader
- using textual evidence to substantiate the points made
- the passage's techniques, including the use of language.

### The contrast between where he lives now and where he lived in Liverpool

No accessible trees in Liverpool	<i>I live in a tree-lined road near the River Thames/trees played no part in my childhood</i>
His garden is children friendly; the parks in Liverpool were not	<i>At the bottom of the garden a plastic swing hangs from...a pear tree/Railed off and out of bounds: 'Keep Off', 'Keep Out'</i>
His area now is green; Liverpool was forbidding and ugly with man made barriers	<i>Fences and barbed wire. Walls with broken glass cemented into the top.</i>

### The description of Seaforth Sands in wartime

The amount of sand is stressed...	<i>Seaforth Sands would stretch up and away as far as Southport</i>
...as is the distance of the sea	<i>The sea was never more than a wet promise</i>
The sand does not connote summer holiday activity	<i>What I associated with sand was not buckets, spades or donkeys</i>
The ugliness of the coastal defences stressed	<i>Barbed wire...concrete pyramids</i>
Dangers also suggested	<i>...to keep the enemy tanks from rolling up the beach and blowing us all to smithereens.</i>

### The dramatic way he tells the story of the minefield

Establishes the setting and people very economically	<i>I was about three years old...playing on Seaforth shore with Auntie Kathleen...</i>
Simple actions and sounds convey the way in which ordinary activity suddenly becomes terrifying	<i>Suddenly I was chasing a red ball...There were screams...</i>
Use of speech adds to the drama	<i>"Stop, stop, stand still."</i>
Details of description also suggest the speed of Kathleen's reactions	<i>...Kathleen, dark hair streaming, raced towards me...</i>
Recalls the details as a child would	<i>...I noticed the dark metal buttons in the sand... I couldn't read the words, but black skull and crossbones triggered off a fit of screaming...</i>

### The ways in which this experience still puzzles him

Unsure of the details	<i>Probably there were others with us...my sister, Brenda, perhaps...</i>
Has to ask Kathleen to confirm the truth of the story	<i>This is such a dramatic memory that I wondered if it were really true</i>
Finds it difficult to grasp that he ran into such danger	<i>...I still can't believe that I found a gap in the barbed wire and ran across a minefield...</i>
Unsure how he escaped	<i>Maybe some of the mines were past their explode-by date...</i>
His memory differs significantly from Kathleen's	<i>She thinks I must have chased the dog through the wire...But... I can see this red shiny beach ball bouncing ahead of me</i>
Has forgotten the crucial detail	<i>...one glaring omission. A golden retriever racing ahead of us had been blown up...</i>

Interesting use of language

Lists of three sometimes with humorous effect irony	<i>..out of our shoes, socks and sandwiches... Ash Grove, Elm Drive, Beech Grove...But no trees.</i>
Minor sentences used for dramatic effect	<i>Fences and barbed wire...But no trees.</i>
The latent danger and unfriendliness of the environment suggested by the imperatives of the notices	<i>'Keep off', 'Keep out'.</i>
Figures of speech (alliteration, simile etc.) add to the vividness	<i>..bristling barbed wire strung out like fishing nets...</i>
Simple language, associations and imagery reflecting the child's perspective - games, fairy tales, catholic upbringing	<i>...dark metal buttons in the sand...perhaps I subconsciously avoided stepping on the cracks in the pavement; kept out of range of the bony fingertips of witches...drag me down to the fires of hell...</i>
Language inventively used sometimes for humour	<i>The sea was never more than a wet promise...explode-by date</i>

Candidates are not expected to comment on all of the possible points of detail. They may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRID.**

In applying the grid, bear in mind the need for the 'best fit' approach.

## READING MARK SCHEME

### The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
0-1	rudimentary understanding	minimal grasp of language	extremely limited content
2-4	basic understanding	little awareness of language	unclear and/or undeveloped points
5-7	some understanding an attempt at interpretation	limited awareness of language	some relevant points little development
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/ references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references

This extension to the scale is only for use in circumstances where candidates clearly perform above the normal range on this question for this tier.

17-19	<i>Thorough understanding of the text thoughtful interpretation</i>	<i>good analysis of language thoughtful evaluation of the use of language</i>	<i>a good range of well-focused points sustained development apt use of examples/references</i>
20-22	<i>assured understanding of the text perceptive interpretation</i>	<i>confident analysis of language sensitive evaluation of the use of language</i>	<i>a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references</i>
23-25	<i>impressive command of the text cogent interpretation</i>	<i>Penetrating analysis of language sophisticated evaluation of the use of language</i>	<i>a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references</i>

## SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

2. In the passage, Roger McGough's life was saved because he did what he was told.

What advice would you give to parents to help them ensure that their children obey them?

You could write about:

- the importance of setting limits
- good and bad rules
- the best way to make children listen
- whether it is right to smack children
- any other points you think are relevant.

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(Total for Section B: 25 marks for Writing)

### Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes.
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

In this question the clarity and the effectiveness with which the advice is given are key discriminators.

- The form is left to the candidate, but an essay is likely to be the most common response.
- As the audience is the examiner or parent, the choice of a relatively formal tone and style is likely to be the most effective. If the candidate uses colloquialism or a largely conversational style, it will suggest limitations in command of expression.
- A structure of paragraphs, focusing on the key points of advice, may work best. A sequence of bullet pointed tips will not provide the basis for a successful response.
- The ability to tailor the advice and the way it is given to a parental audience will provide a good indicator of a sound response.
- The bullet points are intended primarily to stimulate ideas but may also provide a format for the candidate; a good answer will have fairly detailed comments on each of them:
  - Comments on the importance of setting limits may draw on the extract used on Question 1 to prove that, had the writer not reacted to his aunt's command, he would have been killed.
  - In this passage also, the aunt's tone of voice also provides a reason why he responded; candidates may raise this as a general issue.
  - Other points on communication could relate to ideas of talking to children rather than shouting.
  - Expect a wide range of ideas on the merits or demerits of smacking and corporal punishment.

- Examples of good and bad rules will very specifically reflect the experience of the candidate. Parents who do not follow their own rules (“Do as I say, not as I do”) will be particularly censured.
- Other points may include comments on the need for good relationships and mutual respect and systems of punishment.
- The bullet points are not intended to be prescriptive. Better answers will tend to have comments on all of them, but some good answers may concentrate on what the candidate judges to be the key issue (probably punishment)
- Typical answers at this level may well consist of a series of relevant, loosely linked statements. Abler candidates can be expected to explain and develop their ideas more persuasively and in some detail. A few of the best will give the advice in a way that suggests the recipient has a choice.
- The points of advice should be clear so that the recipient will have guidelines to follow. These should include specific recommendations. Good advice may include warnings of dangers or problems, and suggestions on how these should be addressed.

Weaker answers are likely to be straightforward and give brief tips in a very informal style.

Stronger answers will make a sound range of aptly chosen points of advice, in a clear structure and in a style which is appropriate to the recipient.

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.**

In applying the grids, bear in mind the need for the ‘best fit’ approach.

3. Some people think that coursework is a bad idea and should be abolished.

Argue either for or against coursework.

You could include points on the following topics in your argument:

- organising study, including deadlines and stress
- developing IT and other skills
- ensuring the work is the student's own
- coursework's importance in practical subjects
- the fairness of judging two years' study in an examination.

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(Total for Section B: 25 marks for Writing)

**Assessment Objectives:**

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

The effective and logical development of argument in support of one of the viewpoints is a key discriminator.

- No specific audience or context is given. Candidates are free to approach the subject as they wish; this applies both to the expression of ideas and the choice of form, though most will opt for an essay.
- The language used is likely to be formal in terms of choice of words and sentence structures. Candidates, however, may adopt a more informal kind of expression for specific effect. Answers that are entirely expressed in conversational style are likely to be self-limiting.
- The argument should be developed clearly and logically. At the lower end of attainment candidates may simply list relevant points; abler candidates will try to develop ideas, linking them by verbal devices. Candidates may attempt complex sentences, varying them to some extent for particular effect.
- Candidates should use examples and evidence to support their ideas.
- The merit of the answer will largely be determined by the clarity of the argument in support of one or other of the statements. This could be done in a variety of ways, including looking at both sides of the argument, but, ultimately, the response should make clear which side of the argument the candidate favours.
- The bullet points are intended primarily to stimulate ideas but may also provide a format for the candidate; a good answer will have fairly detailed comments on each of them. Points against coursework might include:
  - the weight of personal responsibility, including the pressure to meet deadlines, perhaps for several subjects at the same time
  - the potential for cheating, including the use of websites that offer



- o ready prepared essays
- o unfair parental or teacher support
- o the problems of verifying that the work is completed in a way that is permitted.

Points in favour of coursework might include:

- o easing the pressures of the examination room
- o providing opportunities for individual study and development
- o improving student skills e.g. in IT, personal organisation, study/research
- o ideally suited for practical subjects like Art

**Weak answers** are likely to be brief and undeveloped in argument, perhaps merely statements of opinion; **more successful answers** will develop a clear argument in support of one side of the argument and be soundly expressed and structured.

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.**

In applying the grids, bear in mind the need for the 'best fit' approach.

## WRITING MARK SCHEME

### The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

### Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
Mark band one 0-3	the writing achieves <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple with limited success</b> in introducing and developing a response
Mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
Mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure</b> , <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
Mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
Mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature control</b> in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> of markers of textual cohesion

### Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
Mark band one 0-1	Basic punctuation is used with control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
Mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
Mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
Mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
Mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

## SECTION C: WRITING TO ANALYSE, REVIEW, COMMENT

*There are two questions in this section. You should answer ONE of them.*

*You should spend about 40 minutes on this question.*

4. Write about an incident or experience in your childhood, which taught you an important lesson.

Comment on what you learnt from it.

(Total for Section C: 25 marks for Writing)

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### Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

The key discriminator is likely to be the clarity and depth of the comments on what was learnt from the incident or experience.

- The question anticipates an answer that will be both 'memoir' and commentary but there is no prescribed or ideal approach.
- The account of the "incident and experience" and the commentary could be presented in separate parts of the answer. Most candidates should be able to give a reasonably clear account of what happened and a comment on what was learnt. Abler candidates will show some ability to develop the answer and perhaps integrate both aspects. Some may even present a memoir with embedded analysis. Such subtlety of approach would involve sophisticated usage of syntax and vocabulary and merit marks not normally awarded at this level.
- Language could be used more imaginatively and expressively, when describing the incident or occasion. A more objective style of writing will be necessary when analysing its significance. The same is true of structure. The analytical part of the answer will need complex sentences and precise paragraphing, whereas a looser, more expressive style might be used for the account.
- Remember that the candidate is asked to write about the experience's significance. Abler candidates should be able to develop this aspect of their answer.
- The truth or validity of the incident should not be questioned. Accept 'importance' on the candidate's terms.
- Reward approaches which use wit and humour effectively.

**Weak answers** will be more heavily weighted towards the account of the experience, whereas more **successful answers** will convey the experience vividly and provide a thorough and clear commentary on its importance.

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.**

In applying the grids, bear in mind the need for the 'best fit' approach.

5. Your council is carrying out a review of local services, including leisure facilities, for young people.

Write your response to this review, analysing the good and bad points about services, including leisure facilities, for young people in your area. You can include suggestions for improvements.

(Total for Section C: 25 marks for Writing)

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**Assessment Objectives:**

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes.
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

*Key discriminators are likely to be the clarity and detail with which the local services and leisure facilities for young people are analysed.*

- Answers should show an awareness of the context. Various approaches are possible, including letters to the council or a headed report.
- The focus should be on facilities for young people as the question specifies.
- The question asks for comments on the good and bad points of facilities now. The extent to which each aspect is written about will depend on the candidate's own locality, but there should be some analytical comment on each. There is no requirement for an equal amount of comment or balance between the good and the bad.
- The candidate could interpret "facilities" and "services" in a wide-ranging way; most will write about social, sporting and leisure facilities, but it could also extend to educational and library services. Shops and transport might also be the subject of comment.
- The candidate may (and in most cases will) make suggestions for improvements, but note that the instruction is for these to be part of the response; they should not predominate.
- The commentary should be developed clearly and in a way that is likely to make the council sympathetic, but the emphasis in this section is on analysis rather than persuasion.
- At the lower end of attainment candidates may simply list some relevant pros and cons and use a very opinionated and expressive style; abler candidates will be more careful and objective in their approach, and develop their analysis.
- In terms of structure, a clear paragraph structure is likely to make the analysis clearer. Abler candidates should link points verbally and use complex sentences, to clarify the particular points they are making.

Weak answers are likely to be brief and assertive, and written in an expressive, perhaps over informal way; points may simply be listed. More successful answers will present clearly, and reasonably objectively, a sound range of good and bad features, perhaps concluding with some useful ideas, based on the analysis, for the future.

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS**

In applying the grids, bear in mind the need for the 'best fit' approach.

## WRITING MARK SCHEME

### The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

### Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure</b> , <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature control</b> in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> of markers of textual cohesion



### Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate