

Mark Scheme (Results) November 2009

GCSE

GCSE English B (1204) Paper 3F - Unprepared Non-Fiction

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternately, you can speak directly to a subject specialist at Edexcel on our dedicated English telephone line: **0844 372 2188**

November 2009

Publications Code UG022262

All the material in this publication is copyright

© Edexcel Ltd 2009

SECTION A: UNPREPARED NON-FICTION

Question Number	Indicative content	Mark
1	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • evaluating how the writer presents his points clearly and helpfully • using evidence to substantiate the points made • the passage's techniques, including the use of language. <p>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely interpretation of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by effective use of textual evidence.</p>	<p>Total for Section A: 25 Marks for Reading</p>

Overview

- the purpose is to give advice, which is addressed to a wide, perhaps family, audience
- a sequence of points, which can be easily followed, is presented
- the piece is structured in short paragraphs, many of which illustrate a specific point
- the language is unambiguous and direct, the references within everyone's grasp
- advice is conveyed in syntactically uncluttered sentences, often using the imperative
- the tone is upbeat, and has a military efficiency - battle imagery is used
- it builds to a final, positive instruction
- the overall suggestion is that anyone can survive using common sense and minimal resources.

the main dangers and difficulties of the jungle

the thickness of the undergrowth	<i>the many forms of life around you are involved in a struggle for survival themselves</i>
the impenetrability makes it difficult: <ul style="list-style-type: none"> • to move • to see directly ahead • to get an overview 	<i>The jungle has many ways of slowing you down pitch-black darkness there may be very few clues indicating the most promising direction</i>
the threats posed by: <ul style="list-style-type: none"> • plants and trees • insects • snakes and other animals 	<i>thorns, hooks, anchors and suckers that are just as happy to trap you as the plant next door If the insects don't get to it [the skin], the undergrowth will snakes and wild animals are on the move and hunting</i>
the way it is disorientating	<i>You will only get lost, muddled and probably injured</i>

the advice he gives to deal with these challenges

look at things positively	<i>try to see the jungle as a friend</i>
don't panic	<i>Think before you act... don't rush</i>
<ul style="list-style-type: none"> • prioritise need • prioritise risk 	<i>Water and shelter are far more important than moving immediately</i> <i>Your skin is the part of you most at risk... so protect it at all costs</i>
conserve energy	<i>Learn to conserve your energy in the jungle - you will need it all</i>
put safety first	<i>First... find yourself a stick both to support yourself and probe the way ahead... Always move with this stick</i>
tips about walking in the jungle: <ul style="list-style-type: none"> • always move carefully • be noisy • don't walk at night 	<i>Always move with this stick</i> <i>always walk with a heavy footfall</i> <i>you should always travel by day</i>
tips about orientation: <ul style="list-style-type: none"> • plan ahead • lose ground • follow a river 	<i>get a view, make a plan</i> <i>take a downhill direction</i> <i>In the jungle, rivers play the same role as roads - following...</i>

why he includes Juliane Koepcke's experience

Her experiences make the following points:	
<ul style="list-style-type: none"> • you can survive on your own 	<i>Koepcke was the sole survivor</i>
<ul style="list-style-type: none"> • careful thinking is more important than physical 	<i>a German teenager called Juliane Koepcke... Although in shock and injured, she remembered her father's advice</i>
<ul style="list-style-type: none"> • you don't need equipment 	<i>she survived with only a torn miniskirt, one sandal...</i>
<ul style="list-style-type: none"> • a positive attitude is crucial 	<i>she survived with... a big heart.</i>
<ul style="list-style-type: none"> • head downwards to find towns 	<i>take a downhill direction</i>
<ul style="list-style-type: none"> • look for rivers to find towns 	<i>a river will lead to people</i>

the use of language

a mixture of dos and don'ts: <ul style="list-style-type: none"> • positive words • negative words 	<i>give them plenty of warning</i> <i>Don't help by stumbling into them</i>
uses a variety of words to engage the reader, and convince the reader, including: <ul style="list-style-type: none"> • simple, direct nouns and verbs (sometimes onomatopoeic) • familiar, homely words 	<i>Water and shelter are far more important than moving immediately... a struggle for survival</i> <i>I would yank and pull and try to rip my way through</i> <i>try to see the jungle as a friend</i>

<ul style="list-style-type: none"> vivid, stark adjectives occasional scientific vocabulary 	<i>pitch-black darkness</i> <i>evolution has equipped them with thorns...</i> <i>Snakes work on vibrations</i>
<p>uses a range of straightforward sentence structures to convey advice clearly and reassure, including:</p> <ul style="list-style-type: none"> simple sentences compound sentences minor sentences 	<i>Your skin is the part of you most at risk.</i> <i>When you do decide to move, don't rush.</i> <i>And you should always travel by day.</i> <i>Better safe than sorry</i>
<p>uses some rhetorical devices to persuade the reader, including:</p> <ul style="list-style-type: none"> antithesis groups of three exclamatory statements create upbeat tone repetition for emphasis 	<i>the harder you push, the harder it tends to push back</i> <i>I would yank and pull and try to rip my way through... she survived with only a torn miniskirt, one sandal and a big heart</i> <i>Think smart, get a view, make a plan, and go for it!</i> <i>Always... always... always...</i>
<p>uses figurative language to emphasise points, including:</p> <ul style="list-style-type: none"> comparisons metaphor, often to indicate effort or battle, or a search 	<i>This is the opposite of what soldiers are taught strangling each other... doing battle... a struggle for survival</i>
<p>use of imperative</p>	<i>Don't help them by stumbling into them...</i> <i>Think before you act</i>
<p>use of first person pronoun gives the authority of personal experience</p>	<i>On my first trips into the jungle I ended up</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 PAGE 5 FOR 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	Thorough understanding of the text Thoughtful interpretation	Good analysis of language Thoughtful evaluation of the use of language	A good range of well-focused points Sustained development Apt use of examples/references
20-22	Assured understanding of the text Perceptive interpretation	Confident analysis of language Sensitive evaluation of the use of language	A variety of perceptive points Coherent and fully developed ideas Effective use of apposite examples/references
23-25	Impressive command of the text Cogent interpretation	Penetrating analysis of language Sophisticated evaluation of the use of language	A variety of astute and discriminating points Commanding exploration of ideas Deft use of apposite examples/ references

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

Question Number	Indicative content	Mark
2	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> • 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. <p>In this question, the clear expression and presentation of a persuasive argument in support of the candidate’s application are likely to be key discriminators.</p> <ul style="list-style-type: none"> • The answer needs to show a sense of an appropriate letter form and audience, though there is no single approved way of setting out a letter. The opening should be addressed to the presenter (probably Bear Grylls or another known presenter), but it could be formally addressed (ie Dear Sir/Madam) and should have an appropriate salutation (Yours sincerely/faithfully). Heading addresses are not required. • The tone and style should reflect the context and could be relatively informal; as a letter of application, however, it will need to be clear both in its communication and its structure. • As the triplet focus is on persuasion, the merit of an answer may well be defined by the effectiveness and appropriateness with which verbal techniques of persuasion are used. • Given the television context, it would be appropriate for the candidate to present themselves as self-confident and this might be reflected (at least in abler candidates) in the choice of words and expression. 	<p>Total for Section B: 25 Marks for Writing</p>

	<ul style="list-style-type: none">• The bullet points are not prescriptive, but most candidates will follow them. For the first bullet point, candidates might refer to a range of attributes and features including practical skills, ability to adapt, previous experience (Duke of Edinburgh award or similar), resilience, extrovert character, telegenic appeal; for the second point, they might cite, as advantages, gaining self confidence, becoming self reliant, acquiring experience, perhaps in preparation for a career in the media, fulfilling a wish to travel and so on. For the third bullet point, candidates might cite experience in team membership as evidence, or comment on the contribution they might make to a team.• Candidates should use examples and evidence to support the case for their appearance in the show. <p>Less developed responses are likely to show little sense of the television context or the intended recipient; their grasp of an appropriate structure will also be limited; expression will also be loose and over casual. More developed responses will show a confident awareness of context and purpose, with a clear sense of audience and form; they will develop a clear and persuasive argument in favour of the application.</p> <p>NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
--	---	--

Question Number	Indicative content	Mark
3	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> • 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. <p>In this question, the clarity, detail and helpfulness of the advice are key discriminators.</p> <ul style="list-style-type: none"> • No form is specified; the candidate is free to approach the topic in any way they wish, but the given heading might stimulate a ‘feature article’ approach. • The answer should provide clear guidelines to follow and examiners will need to evaluate the effectiveness with which this advice is presented to the audience. • As the intended audience is teenagers, the adopted style should reflect this; an informal approach is most likely. Problems might arise if candidates take this too far (using text forms or street language). Examiners always need to bear in mind the overall clarity of the advice. • The advice also needs to be structured clearly; candidates may use a variety of methods (paragraphs, sections with heading, perhaps even bullet points etc.) to engage their audience and communicate their points. • The bullet points provide guidelines, which most candidates will use to structure their answers. They are not prescriptive. It is unfeasible to give indicative content; the balance and detail of comment will depend on the area the candidate chooses to write about. • Candidates should explain their ideas in sufficient detail. A degree of persuasion is likely (and acceptable) but better answers will give the advice in a way that suggests the recipient has a choice. An approach which merely asserts a viewpoint is likely to be less convincing. 	<p>Total for Section B: 25 Marks for Writing</p>

	<p>Less developed responses are likely to give brief, assertive points of advice in an unclear way, which is either too dependent on the bullet points or too street-based in style. More developed responses will show an effective sense of audience and make a range of well chosen and clearly presented points of advice in an accessible structure.</p> <p>NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
--	--	--

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

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
Mark band one 0-1	Basic punctuation is used with some 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 (e.g. 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

Question Number	Indicative content	Mark
4	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> • 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. <p>The key discriminators are the clarity and thoroughness of the commentary.</p> <ul style="list-style-type: none"> • Most answers will have some narrative or descriptive content but a strong section commenting on the bullet points is essential if the question’s requirements are correctly addressed. The commentary could be integrated into the account. • Each of the bullet points should be addressed, but the balance of detail is left to the candidate. • Commentary implies some ability to convey the process of event and consequence and also to consider these impersonally. The overall effectiveness of the answer is likely to depend on the extent to which the candidate is able to present the key aspects of the problem, the attempted solution and the lessons learnt, and to evaluate them. The latter element should be a feature of the responses of abler candidates and this may be reflected in the use of more complex sentences and language. • The interpretation of “difficult” and “challenging” will depend on the individual candidate; accept these on the candidate’s terms. 	<p>Total for Section C: 25 Marks for Writing</p>

	<p>Less developed responses will tend to be over reliant on description or narrative, with little commentary. More developed responses will present the event, solution and the lessons learnt in a clear commentary, which brings out the seriousness of the whole process and shows some detachment and ability to evaluate.</p> <p>NOW REFER TO PAGES 16-17 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
--	--	--

Question Number	Indicative content	Mark
5	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> • 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. <p>The key discriminator is the effectiveness with which the candidate comments on the advantages and disadvantages of the two kinds of life style, and the clarity with which they express a personal preference in conclusion.</p> <ul style="list-style-type: none"> • No specific audience or context is given. • The answer could be approached by focusing in turn on one of the options, or by balancing both of them. Either way, a convincing answer will need some objectivity, and include comments on advantages and disadvantages. • The language used is likely to be formal both in choice of vocabulary and sentence structures. Candidates, however, may quite legitimately try to enhance the impact of their views by adopting a more informal kind of expression, especially when giving their final verdict. <ul style="list-style-type: none"> • Ideas are likely to be very subjective, but points in favour of an adventurous life might relate to: <ul style="list-style-type: none"> ○ the ‘nanny state’ ○ the predictability of 21st century life ○ urban existence/concrete jungles ○ need to fulfil oneself/living life to the full ○ experiencing the wider world. • Points against an adventurous life might relate to: <ul style="list-style-type: none"> ○ the obvious physical risks ○ harmful effect on career ○ running away from responsibilities ○ possible cost to rescue agencies ○ anxiety caused to friends and family 	<p>Total for Section C: 25 Marks for Writing</p>

	<ul style="list-style-type: none">● Points in favour of a quiet life might relate to:<ul style="list-style-type: none">○ fears about personal safety/life is dangerous enough anyway○ social reasons - family concerns and obligations/friends○ attachment to local areas○ endangering career prospects○ sticking to what you know and understand.● Points against living a quiet life might relate to:<ul style="list-style-type: none">○ the boredom of living a quiet life○ you might not fulfil your potential○ if you risk nothing, you gain nothing○ you become boring yourself or grow old too quickly○ you only live your life once.● The question requires candidates to express a preference, but it would be acceptable for a compromise between the two approaches. A candidate might indicate a preference for a mixture of life styles, for instance a quiet life with exciting holidays, or seeking peacefulness in a wilderness area. <p>Weaker answers are likely merely to express a preference in a loosely structured form with little evidence of balance or detail in commenting on the pros and cons of each approach to life.</p> <p>More successful answers will develop a detailed commentary, offering some evaluation of the pros and cons of both life styles, before concluding with a reasoned personal preference.</p> <p>NOW REFER TO PAGES 16-17 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
--	--	--

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

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
Mark band one 0-1	Basic punctuation is used with some 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 (e.g. 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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UG022262 November 2009

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH