

Mark Scheme (Results)

Summer 2010

GCSE

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

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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 the passage in terms of how the writer conveys the nature and power of tornadoes • using textual 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 ways in which she behaved

<ul style="list-style-type: none"> • she moved like a small girl to greet her mother 	<i>I skipped out of Southampton docks with my feet not touching the ground.</i>
<ul style="list-style-type: none"> • unable to stop talking 	<i>I began to tell my mother all the news, my brothers and sisters also talking at the same time.</i>
<ul style="list-style-type: none"> • can't focus on anything in particular 	<i>Nothing she said sunk in...I hardly noticed anything around me.</i>
<ul style="list-style-type: none"> • everyday noises made her jump 	<i>the sound (of the station announcement) nearly made me jump out of my skin.</i>
<ul style="list-style-type: none"> • did everything at speed 	<i>We all rushed over to the window as the train pulled out of the station.</i>

the sights and sounds she found new and surprising

<ul style="list-style-type: none"> • the train was quite different to anything she had experienced before 	<i>the sight and sound of a grey metal train winding its way towards me...on a maze of lines that criss-crossed each other...The train was so unlike the smaller wooden ones back in Trinidad that I almost didn't recognise it as one.</i>
<ul style="list-style-type: none"> • the noises of the station 	<i>Marmie had to raise her voice above the noise to tell us to keep away from the edge...A loud distorted voice suddenly spoke and the sound nearly made me jump out of my skin.</i>
<ul style="list-style-type: none"> • the train seemed like a wild animal in its power 	<i>Resting like an animal getting ready to pounce...</i>

• she felt she was travelling in luxury	<i>the cushioned seats... I felt like a princess, travelling in style.</i>
• the scenery looked unreal	<i>Some of the trees looked like the ones I had seen on Christmas cards.</i>
• ...and so do the animals	<i>The cows and the sheep looked like toys in the open fields.</i>
• the skyline of London	<i>Rows and rows of red brick buildings with black slate roofs and smoking chimneys dominated the skyline. I had never imagined anything quite like this.</i>

her first impressions of London, its buildings and people

• the skyline was unexpected	<i>Rows and rows of red brick buildings with black slate roofs and smoking chimneys dominated the skyline. I had never imagined anything quite like this.</i>
• the houses were much drabber than she expected	<i>The houses had such a cold, lifeless look about them, not like the colourful, attractive ones I had left behind in Trinidad.</i>
• she was impressed by the station	<i>But the sight of Waterloo Station, standing majestically...convinced me that I was truly in England, the land I had loved from afar. cathedral-like booking hall.</i>
• the number of people amazed her	<i>swarms of people... They came from everywhere, marching like ants...</i>
• ..and the way they were moving	<i>...marching like ants, briskly and purposely.</i>
• everyone was dressed very sombrely	<i>They all had on such dull, drab colours: black, navy and grey, as if they were going to a funeral...</i>

the use of language, particularly that which shows the viewpoint of a child

• words (especially verbs) that suggest a child's movements	<i>I skipped out of Southampton docks with my feet not touching the ground. My head felt light with excitement. As I dodged out...</i>
• hyperbole suggesting an idealised memory	<i>Marmie looked so happy and smiling, more beautiful than I remembered her.</i>
• the train is described with simplistic adjectives and images (metaphors/simile) that suggest a child's perception	<i>grey metal train winding its way towards me... a maze of lines... It stood there hissing and panting on its tracks, resting like an animal getting ready to pounce again.</i>
• use of onomatopoeia, as might appear in a child's book	<i>The engine roared and hissed...</i>
• words that suggest extreme excitement	<i>elated.... breathlessly...</i>
• allusions and comparisons that suggest a child's experience and outlook	<i>I felt like a princess... like toys in the open fields...</i>
• allusions that suggest the unreal and fanciful	<i>...like the ones I had seen on Christmas cards... I felt as if I was in heaven.</i>
• simple tactile and visual adjectives convey the drabness of London	<i>red brick buildings with black slate roofs and smoking chimneys... cold, lifeless... dull, drab colours: black, navy and grey...</i>
• heightened language conveys the grandeur Waterloo station assumes in her eyes	<i>...standing majestically with its numbered platforms stretching into the distance.... cathedral-like booking hall...</i>

<ul style="list-style-type: none"> • figurative language used to suggest the numbers of people and their lack of individuality 	<i>swarms of people... marching like ants...</i>
<ul style="list-style-type: none"> • use of contrast/antithesis also suggest the simple, direct reactions of a child 	<i>a cold, lifeless look about them, not like the colourful, attractive ones I had left behind I felt as if I was in heaven... as if they were going to a funeral...</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 6 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	<ul style="list-style-type: none"> rudimentary understanding 	<ul style="list-style-type: none"> minimal grasp of language 	<ul style="list-style-type: none"> extremely limited content
2-4	<ul style="list-style-type: none"> basic understanding 	<ul style="list-style-type: none"> little awareness of language 	<ul style="list-style-type: none"> unclear and/or undeveloped points
5-7	<ul style="list-style-type: none"> some understanding an attempt at interpretation 	<ul style="list-style-type: none"> limited awareness of language 	<ul style="list-style-type: none"> some relevant points little development
8-10	<ul style="list-style-type: none"> fair understanding of the text some interpretative comment 	<ul style="list-style-type: none"> some understanding of language an attempt to evaluate use of language 	<ul style="list-style-type: none"> valid points some development some relevant textual support
11-13	<ul style="list-style-type: none"> generally sound grasp of the text reasonably secure interpretation 	<ul style="list-style-type: none"> fair understanding of language reasonably sound evaluation of the use of language 	<ul style="list-style-type: none"> mostly clear points some reasonable development generally appropriate examples/ references
14-16	<ul style="list-style-type: none"> sound grasp of the text secure interpretation 	<ul style="list-style-type: none"> clear understanding of language sound evaluation of the use of language 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> thorough understanding of the text thoughtful interpretation 	<ul style="list-style-type: none"> good analysis of language thoughtful evaluation of the use of language 	<ul style="list-style-type: none"> a good range of well-focused points sustained development apt use of examples/references
20-22	<ul style="list-style-type: none"> assured understanding of the text perceptive interpretation 	<ul style="list-style-type: none"> confident analysis of language sensitive evaluation of the use of language 	<ul style="list-style-type: none"> a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references
23-25	<ul style="list-style-type: none"> impressive command of the text cogent interpretation 	<ul style="list-style-type: none"> penetrating analysis of language sophisticated evaluation of the use of language 	<ul style="list-style-type: none"> 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 advice are key discriminators.</p> <ul style="list-style-type: none"> • The answer needs to show a sense of an appropriate letter form and audience. The opening should be addressed to the friend and have an appropriate conclusion, though, given the context, this is likely to be informal. Heading addresses are not required. • The tone and style will depends on the candidate’s conception of who the friend is or how close the relationship. Most will adopt an informal approach, but some might legitimately consider it in more formal terms. • The advice should be developed logically, with ideas linked by verbal devices. This can be done in various ways, including the discussion of the pros and cons. Candidates should use examples and evidence to support their ideas. • Advice is likely to be focused on the bullet points and is specific to the candidate’s local area, but could reflect some of the following issues: <ul style="list-style-type: none"> ○ the weather is unreliable and often dismal ○ job prospects are less secure than they used to be but there are still opportunities ○ food may be unfamiliar ○ shopping facilities are poorer than they were but still good 	<p>Total for Section B: 25 marks for Writing</p>

	<ul style="list-style-type: none">○ social and entertainment amenities are very good.• Examiners need to be particularly open minded in their approach to the content and aware that candidates may express strong views on this topic. <p>Weak answers are likely to be over casual in tone and style, and the advice is likely to be brief, undeveloped and unsupported.</p> <p>More successful answers will show a sound awareness of context and purpose, with a clearer grasp of an appropriate style, tone and form, and will also present clear advice on living in the candidate's area.</p> <p>NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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>The effective and logical development of argument in support of one of the points of view is a key discriminator.</p> <ul style="list-style-type: none"> • 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 probably opt for an essay. • The language used is likely to be formal in terms of choice of words and sentence structures. Candidates, however, may quite legitimately try to enhance the impact of their views by adopting a more informal kind of expression. Emotive language may also be used for particular effect. • The argument should be developed in a logical, clear style, with ideas linked by verbal devices. Sentences are likely to be complex, but structures may be varied to maximise the impact of the writer’s opinions. • Candidate should use examples and evidence to support their ideas. • The merit of the answer will largely be determined by the cohesiveness and 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. 	<p>Total for Section B: 25 Marks for Writing</p>
	<ul style="list-style-type: none"> • Typical content may include the following points for the 	

	<p>first statement:</p> <ul style="list-style-type: none"> ○ there would be fewer distractions in class especially during the formative teenage years ○ the behaviour of both genders tends to be self conscious and less conducive to education in a mixed classroom ○ in some subjects, particularly science, girls tend to attain more when taught separately ○ whatever people say, girls and boys are different and need to be treated differently ○ many cultures would prefer separate education because of religious reasons. <ul style="list-style-type: none"> ● Points for the second statement may include: <ul style="list-style-type: none"> ○ boys and girls have to work and compete after school in a mixed society; ○ school needs to mirror that ○ ensuring that girls do as well as boys in science is a question of good teaching, not separate classrooms ○ mixed schools can offer a wider curriculum - and more opportunities for both genders ○ co-education encourages a healthier awareness of other's gender in all respects ○ almost every other major western country favours co-education, and they haven't suffered as a result. <p>Weak answers are likely to be brief and undeveloped in argument, perhaps merely assertions of opinion, and unclear in support of either statement.</p> <p>More successful answers will develop a clear argument in support of one side of the argument and be soundly expressed and structured.</p> <p>NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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>In this question, in this question, the detail and clarity of the comment are likely to be the key discriminators.</p> <ul style="list-style-type: none"> • A context and audience is given, though the term “family magazine” is broad. A semi-formal or informal style and structure might work best, but a more formal approach should not be penalised. • The degree to which the candidate engages the reader may also be a discriminator. • Answers are likely to be very personal, but a commentary implies a degree of objectivity in considering the preferred modes of transport. Better answers will also attempt an evaluation of the relative merits of different forms of transport according to purpose. • The interpretation of ‘transport’ is left to the candidate, who might apply it to a wide range of methods of travel. • The use of columns and graphics cannot be rewarded on the marking grids. <p>Weak answers are likely to be brief and expressive, with little attempt to comment on methods of transport carefully or in detail, and show little awareness of the context and audience.</p> <p>More successful answers will be developed and detailed, and attempt to evaluate the preferred modes of transport. The candidate will show a sound grasp of the tone, style and form</p>	<p>Total for Section C: 25 Marks for Writing</p>

	<p>appropriate for a magazine article.</p> <p>NOW REFER TO PAGES 17-18 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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 in this question is the clarity with which the candidate comments on the objects they choose.</p> <ul style="list-style-type: none"> • No context or audience is specified. The choice of form is left to the candidate but most will opt for an essay. • Structure may be a discriminator. Better answers are likely to be organised into clear paragraphs, which are verbally linked. Bullet points and lists are unlikely to provide adequate opportunities for a developed and full commentary, which the question specifically asks for. • As the question involves very personal choices, a degree of informality in expression is possible. The use of over colloquial language is likely to limit the clarity of answers. • Examiners need to be as responsive to light hearted and humorous approaches as to more serious ones. • Though the choices are personal, candidates who simply express preferences will limit their levels of attainment. Successful commentary should be, to some extent at least, objective and detached, so that the reasons for the choices are presented clearly and in some detail. The capacity to do this may well be a discriminator for attainment at the top end of the ability range at Foundation Tier level. <p>Weaker responses will tend to be expressed loosely and limited in development and structure, perhaps amounting to little more than lists, with brief or unclear reasons.</p>	<p>Total for Section C: 25 Marks for Writing</p>

	<p>More successful responses will present the choices in a developed, carefully organised and clearly expressed way, giving a thorough commentary on the reasons for the choices, and perhaps making some attempt to evaluate the significance of the selected objects.</p> <p>NOW REFER TO PAGES 17-18 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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

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