



Edexcel International Lower Secondary Curriculum English

Year 9 Achievement Test
Sample Assessment Material
and Sample Mark Scheme
Issue 2

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Write your name here

Surname

Other names

**Edexcel International
Lower Secondary
Curriculum**

Centre Number

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Candidate Number

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English

Year 9

Sample Assessment Material
Time: 1 hour 30 minutes

Paper Reference

LEH01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ALL questions.

Some questions need to be answered with a cross in a box ☒. If you change your mind, put a line through the box ☒ and then put a cross in another box ☒.

Both texts are about how the human brain deals with fear.

Read Text 1 and answer the questions which follow.

Text 1: 'The Human Brain'

Believe it or not, our brain is made up of three different 'brains', each part formed at different times in our past. 1

The **reptilian** brain is the primitive survival brain, and capable of only a few basic responses – such as being aggressive and on the defensive. It is not a conscious part of our brain, so controls the things we do automatically – such as when we jump at a loud noise before we actually understand what is happening. This type of immediate and automatic response is called 'fight' or 'flight'. 5

The **limbic** system is the mid part of the brain. It is one we share with mammals and is more sophisticated than the reptilian brain. Basically, it lets information in through the senses using a structure called the **thalamus**. If the thalamus believes what is happening is a threat, it bypasses the thinking part of the brain and sends information (in 1000th of a second) to the **amygdala** – a small structure which processes emotions such as fear, anger and pleasure. On receiving a message from the thalamus, it works like an emotional alarm system, but with no siren – just the alarm! Muscles tighten, the mouth becomes dry, adrenalin pumps into the body, pores open to release sweat and lungs expand so there is more oxygen. The heart begins to race and you feel either fear or anger as the body prepares to flee – or fight for your life. 10
15
20

The newest part of the brain is called the **neocortex** or new brain. It is the largest of the three brains and makes up five sixths of the entire brain. This is the clever 'thinking' part of the brain and can think logically. It sorts information, decides what things mean, uses language, does sums, understands science, thinks about who we are in the universe. It is what we relate to as the mind – our essential identity. 25

1 Which brain is capable of only a few basic responses? Put a cross ☒ in one box.

- ☐ A reptilian
- ☐ B limbic
- ☐ C neocortex

(Total for Question 1 = 1 mark)

2 Which word at the **beginning of a sentence** in paragraph 3, lines 9 to 20, suggests to the reader that what is going to be explained to them is straightforward?

.....

.....

(Total for Question 2 = 1 mark)

3 Which of the following statements are true, and which are false? Put a tick in a box for **each** statement.

	True	False
The thalamus is one of our senses.		
The amygdala processes emotions.		
The thalamus decides what is threatening.		
The amygdala is a large structure.		

(Total for Question 3 = 2 marks)

4 Why has the description of the neocortex brain come **last**?

.....

.....

(Total for Question 4 = 1 mark)

5 'This is the clever 'thinking' part of the brain.'

Why have quotation marks been placed around 'thinking'? Put a cross ☒ in one box.

- ☐ A to show the word is not being used as it usually is
- ☐ B to show it is a quotation
- ☐ C to make it stand out
- ☐ D to show it is being spoken
- ☐ E to show it is a title

(Total for Question 5 = 1 mark)

6 Explain how the language used in the sentence below shows that the neocortex is an **active** brain.

'sorts information, decides what things mean, uses language, does sums, understands science, thinks about who we are in the universe.'

.....

.....

(Total for Question 6 = 1 mark)

7 Why have some words in the text been put in bold? Put a cross ☒ in one box.

- ☐ A to make them easier to read
- ☐ B to make them more interesting
- ☐ C to show they are important terms
- ☐ D to explain what they mean

(Total for Question 7 = 1 mark)

Read Text 2 'Have you ever been afraid?' and answer the questions which follow.

Text 2 'Have you ever been afraid?'

Have you ever been afraid? Maybe thunder and lightning make your heart beat faster? Or maybe your mouth goes dry when your teacher announces a quiz, or your palms sweat when you speak in front of the class, or get butterflies in your stomach before you perform in a school play? Everyone gets scared sometimes. It's natural.

The body's reaction to fear is called the 'fight or flight' response. And people have had it since the beginning of time. Imagine you're living 100,000 years ago — and you come face to face with a hungry saber-toothed tiger. You have two choices:

Run for it (that's flight) 10

OR

Pick up your club and battle the tiger (that's fight).

There is a final choice – to be eaten – but that doesn't seem like such a good one!

When it's 'fight or flight', you won't feel like yourself! You could get a feeling of tightness in your chest or a stomach ache. Sometimes anxiety can interfere with things you need to do, like learning and sleeping. For some kids, feelings of anxiety or worry can happen anytime. For others, they might occur only at certain times, like when they're leaving their home or family to go somewhere.

Some ways you can deal with it are:

- Increase your intake of carbohydrates; eat, smaller, more frequent meals; drink plenty of water and limit the intake of caffeine-loaded fizzy drinks. A diet which is lacking in protein, low in water and has excessive carbohydrates is not good for you – anxious or not! 25
- Take exercise. Research has proved that the hormones released into the bloodstream during exercise and during anxiety are the same. The difference is that during exercise, these hormones are utilised and not stored up in the blood. If you exercise, you can slow down stress related hormones such as adrenalin. 30

You've just got to remember that everyone has fear; it's how we deal with it that matters...

8 Underline **one** sign of anxiety.

thunder and lightning

sleeping

being hungry

a dry mouth

(Total for Question 8 = 1 mark)

9 The writer uses a range of techniques to engage with the reader. Fill in the gaps in the table. The first one has been done for you.

Technique	An example from the text	How it engages
Rhetorical question	Have you ever been afraid?	Engages directly to the reader – talks to them.
Personal pronoun	'If <u>you</u> exercise...'	
Apostrophe for missing letters (contraction)		Makes it seem more informal – like a personal conversation.

(Total for Question 9 = 2 marks)

10 Read the following extract from Text 2 and answer questions 10(a) and 10(b).

'Increase your intake of carbohydrates; eat, smaller, more frequent meals; drink plenty of water and limit the intake of caffeine loaded fizzy drinks. A diet which is lacking in protein, low in water and has excessive carbohydrates is not good for you – anxious or not!'

(a) Which word means *not enough of*?

(1)

(b) Which word means *too much of*?

(1)

(Total for Question 10 = 2 marks)

11 Lines 1 to 20 explain what happens when you are frightened. What is the purpose of the rest of the text?

(Total for Question 11 = 1 mark)

12 In your own words, explain what 'fight or flight' means.

.....

.....

.....

(Total for Question 12 = 2 marks)

Refer to both Text 1 and Text 2 in your answer to question 13.

13 Both texts focus on fear. Compare how they present the topic to the reader.

[illegible]

(Total for Question 13 = 4 marks)

Read Text 3, 'A Journey Through the Human Heart', and answer the questions which follow.

Text 3, 'A Journey Through the Human Heart'

The writer is on a hurried visit to a Natural Science museum to see an exhibition called 'A Journey Through the Human Heart', when she comes across an elderly teacher standing with a snake round her neck. This is so her class can see there is nothing to be afraid of. The snake is harmless. The writer approaches the elderly teacher and her class.....

1
5

'May I watch?' I said.

'Surely. This is a common grass snake. No harm at all. If they see the teacher is not afraid, the children won't be.'

Miss Aitcheson stood rigid: she seemed to be holding her breath.

'Teacher's not afraid, are you?' the attendant persisted. He leaned forward, pronouncing judgement on her, while she suddenly jerked her head and lifted her hands in panic to get rid of the snake. Then, seeing the children watching her, she whispered, 'No, I'm not afraid. Of course not.' She looked around her.

10

'Of course not', she repeated sharply.

15

I could see her defeat and helplessness. The attendant seemed unaware, as if his perception had grown a reptilian covering.

'See, Miss Aitcheson's touching the snake.' Her fingers recoiled. She touched it again.

'See, she's not afraid. Miss Aitcheson can stand there with a beautiful snake around her neck and touch it and stroke it and not be afraid.'

20

The faces of the children were full of admiration for the teacher's bravery, and yet there was a cruelly persistent tension; they were waiting, waiting...

'We have to learn to love snakes,' the attendant said. 'Would someone like to come out and stroke teacher's snake?'

25

Silence.

One shamefaced boy came forward. He stood petrified in front of the teacher.

'Touch it,' the attendant urged. 'It's a friendly snake. Teacher's wearing it round her neck, and she's not afraid.'

30

The boy darted his hand forward, rested it lightly on the snake, and immediately withdrew his hand. Then he ran back to his seat. The children shrieked with delight.

'Grownups are not afraid of them, but we can understand that when you're small you might be afraid, and that's why we want you to learn to love them. Who else is going to be brave enough to touch teacher's snake?

35

I wondered when the torture would end.

'It's not a question of bravery. The snake is harmless, absolutely harmless.'

Suddenly the snake moved round to face Miss Aitcheson and thrust its flat head toward her cheek. She gave a scream, flung up her hands, and tore the snake from her throat and threw it on the floor, and, rushing, across the room, collapsed into a small canvas chair by the Bear Cabinet and started to cry.

40

Some of the children began to laugh, some to cry. The attendant picked up the snake and nursed it. Miss Aitcheson, recovering, sat exposed by this small piece of torture...

45

14 How many adults are there in the museum room?

(Total for Question 14 = 1 mark)

15 What type of snake does the teacher have round her neck?

(Total for Question 15 = 1 mark)

16 Read the following extract and answer questions 16(a) and 16(b).

'Teacher's not afraid, are you?' the attendant persisted. He leaned forward, pronouncing judgement on her, while she suddenly jerked her head and lifted her hands in panic to get rid of the snake.

(a) Which **word** in the extract suggests the attendant has asked the teacher if she was afraid before?

(1)

(b) Which **phrase** in the extract suggests the behaviour of the attendant is bullying?

(1)

(Total for Question 16 = 2 marks)

17 What stops the teacher from removing the snake? Put a cross ☒ in one box.

- ☐ A she does not want to appear afraid
- ☐ B she wants the attendant to take it off
- ☐ C she secretly likes snakes
- ☐ D she wants the children to take it off

(Total for Question 17 = 1 mark)

18 '...as if his perception had grown a reptilian covering' is a simile, comparing one thing to another. Put a cross ☒ in **two** boxes which explain what this comparison means.

- ☐ A the attendant looks like a reptile
- ☐ B the attendant acts like he is not aware of the teacher's fear
- ☐ C the attendant acts like a reptile
- ☐ D the attendant looks like a snake
- ☐ E the attendant acts like he is brave

(Total for Question 18 = 2 marks)

19 'Her fingers recoiled.'

Draw a line to the correct meaning of the word 'recoiled'.

<div>recoiled</div>	<div>shook violently</div>
	<div>trembled</div>
	<div>drew back</div>
	<div>shuddered</div>

(Total for Question 19 = 1 mark)

20 'The faces of the children were full of admiration for the teacher's bravery, and yet there was a cruelly persistent tension; they were waiting, waiting..'

What were they waiting for?

.....

.....

(Total for Question 20 = 1 mark)

21 What is the effect of having the word 'Silence' on one line? Put a cross ☒ in **two** boxes.

- ☐ **A** it increases the tension
- ☐ **B** it tells the reader there is silence
- ☐ **C** it makes it easier to read
- ☐ **D** it makes the reader want to read on

(Total for Question 21 = 2 marks)

22 When the boy runs back to his seat, what do the children do? Put a cross ☒ in **one** box.

- ☐ **A** laugh
- ☐ **B** smile
- ☐ **C** dance
- ☐ **D** clap

(Total for Question 22 = 1 mark)

23 What did Miss Aitcheson do when the snake moved?

.....

.....

(Total for Question 23 = 1 mark)

24 How does the writer show that the attendant thinks more of the snake than Miss Aitcheson?

.....

.....

.....

(Total for Question 24 = 2 marks)

This image shows a single sheet of white paper with ten horizontal dashed lines spaced evenly apart, resembling notebook paper. The lines are light gray and extend across the full width of the page. There is no handwriting or other markings on the paper.

(Total for Question 20 = 1 mark)

SECTION B

Grammar and punctuation

Answer ALL questions

27 Insert a **colon** in the sentence.

The following items can be found at the museum stuffed animals, old pots and coins, paintings and sculptures.

(Total for Question 27 = 1 mark)

28 Insert a **semi colon** in the sentence

I like museums I also like art galleries.

(Total for Question 28 = 1 mark)

29 Insert the correct **prepositions** in the sentences below.

(a) last month, I have only been to the museum twice.

(1)

(b) Some people are afraid snakes, although there is no real reason
..... it.

(2)

(Total for Question 29 = 3 marks)

30 (a) Make up your own sentence using the embedded clause,

‘who was very afraid’.

Remember to use commas.

(1)

(b) Make up your own sentence using the clause ‘sobbing loudly’. Remember to use commas.

(1)

(c) There are **three** errors in the sentences below. Write these sentences out correctly.

I shaked with fear. What was happening? Nervous, I looked around. If only I had bring my friend with me!

(3)

(Total for Question 30 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS

Writing

Carry on with the writing below, so that you build up tension and interest for the reader. Finish on a really exciting point, so that your reader wonders what is going to happen next!

As we neared the deserted house, I suddenly felt very scared. Very scared, indeed. The night was pitch black, the only light a faint beam in the distance. We both shivered as another gust of thin wind blew through us. What lay ahead of us? Slowly, we walked towards the house...

[illegible]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 70 MARKS

18

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Question Number	Answer	Mark
1	A = reptilian	1

Question Number	Answer	Mark
2	Basically	1

Question Number	Answer	Mark															
3	<table border="1"> <thead> <tr> <th></th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>The thalamus is one of our senses.</td><td></td><td>✓</td></tr> <tr> <td>The amygdala processes emotions.</td><td>✓</td><td></td></tr> <tr> <td>The thalamus decides what is threatening.</td><td>✓</td><td></td></tr> <tr> <td>The amygdala is a large structure.</td><td></td><td>✓</td></tr> </tbody> </table> <p>Award 1 mark for 1-2 correct Award 2 marks for 3-4 correct</p>		True	False	The thalamus is one of our senses.		✓	The amygdala processes emotions.	✓		The thalamus decides what is threatening.	✓		The amygdala is a large structure.		✓	2
	True	False															
The thalamus is one of our senses.		✓															
The amygdala processes emotions.	✓																
The thalamus decides what is threatening.	✓																
The amygdala is a large structure.		✓															

Question Number	Answer	Mark
4	Award 1 mark for any appropriate explanation which says that the neocortex is the newest/most recent brain - or that the text has worked through from old to new.	1

Question Number	Answer	Mark
5	A = to show the word is not being used as it usually is	1

Question Number	Answer	Mark
6	Award 1 mark for any appropriate explanation which says there are lots of active words/verbs/doing words in the sentence.	1

Question Number	Answer	Mark
7	C = to show they are important terms	1

Question Number	Answer	Mark
8	A dry mouth	1

Question Number	Answer	Mark
9	Accept 1 mark for each of the following: Personal pronoun - personalises the advice/direct voice (or words to that affect)	1
	Apostrophe for missing words (contraction) - accept any correct example	1

Question Number	Answer	Mark
10(a)	lacking	1
10(b)	excessive	1

Question Number	Answer	Mark
11	Award 1 mark for an explanation which recognises the second half is about giving advice/a solution/helping the reader.	1

Question Number	Answer	Mark
12	<p>An explanation which recognises that ‘fight or flight’ is an automatic reaction and a first/initial response to fear or anxiety; it is an immediate response and a survival instinct; it consists of two responses, to stand and fight or to escape quickly to safety.</p> <ul style="list-style-type: none"> • 1 mark for a basic point without explanation • 2 marks for a response that includes a point with explanation 	2

Question Number	Answer	Mark
13	<p>Reward answers which focus on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> - First text more concerned with general scientific explanation and focused on the structure of the brain than anxiety and fear per se. Intended for a general reader. - Second text an advice text, focused on reassuring younger children who may suffered from anxiety. - First text more formal, explanatory. - First text structured chronologically/developmentally through from the old to new. - Second text more conversational, interactive, speech-like. - First half focused on empathising with the reader on signs of anxiety and second half (which is more from scientific) on giving advice. <p>Accept other appropriate points focused on features of purpose and audience.</p> <ul style="list-style-type: none"> • 1 mark for basic feature spotting without attempt at comparison • 2 marks for a response that attempts to link features across the texts but without comparing them. • 3 marks for a response with a basic attempt at comparison • 4 marks for a fully developed comparison of one or more features 	4

Question Number	Answer	Mark
14	3/three	1

Question Number	Answer	Mark
15	Accept either: <ul style="list-style-type: none"> Grass snake Common grass snake 	1

Question Number	Answer	Mark
16(a)	'Persisted'	1
16(b)	'Leaned forward' or 'pronouncing judgement'	1

Question Number	Answer	Mark
17	A = she does not want to appear afraid	1

Question Number	Answer	Mark
18	Award 1 mark for each of: B = the attendant acts like he is not aware of the teacher's fear C = the attendant acts like a reptile	1 1

Question Number	Answer	Mark
19	Drew back	1

Question Number	Answer	Mark
20	Accept any appropriate explanation which suggests that the children are waiting for things to go wrong/for the teacher to show her fear/ for something bad to happen with regard to the snake	1

Question Number	Answer	Mark
21	Award one mark for each of: A = it increases the tension D = it makes the reader want to read on	1 1

Question Number	Answer	Mark
22	A = laugh	1

Question Number	Answer	Mark
23	Accept any of the following for 1 mark: <ul style="list-style-type: none"> • Tore the snake from her throat • Screamed • Threw the snake on the floor • Flung up her hands 	1

Question Number	Answer	Mark
24	One mark for each of the following (or words to that effect) <ul style="list-style-type: none"> • 'nursed the snake' • 'left Miss Aitchison sitting alone' 	2

Question Number	Answer	Mark
25	'I wondered when the torture would end.'	1

Question Number	Answer	Mark
26	<p>Reward answers which pick up on any of the following features, with credit given for evidence and development of points:</p> <ul style="list-style-type: none"> - The teacher's rising tension/discomfort. - The attendant's bullying persistence and lack of perception. - The foregrounding of the fear of the boy. - The reaction of the class. - The repetition of key words and phrases such as 'harmless...the teacher is not afraid'. - The attendant's focus on bravery versus fear. - The inevitable outcome as signalled by the writer. - The sadness of the ending - the contrast of the children and attendant compared to the teacher. <p>Accept other appropriate points focused on features of language</p> <ul style="list-style-type: none"> • 1 mark for basic feature spotting • 2 marks for a response with description of features but no explanation • 3 marks for a response with a basic attempt at explanation • 4 marks for a fully developed explanation of clues 	4

Section B

Question Number	Answer	Mark
27	Award 1 mark for: The following items can be found at the museum: stuffed animals, old pots and coins, paintings and sculptures	1

Question Number	Answer	Mark
28	Award 1 mark for: I like museums; I also like art galleries.	1

Question Number	Answer	Mark
29 (a)	Since (1)	1
29 (b)	Award 1 mark for each preposition inserted correctly: <ul style="list-style-type: none"> • of (1) • for (1) 	2

Question Number	Answer	Mark
30 (a)	Award 1 mark for the embedded clause, 'who was very afraid' used appropriately. Commas should be used as required to merit the award of 1 mark.	1

Question Number	Answer	Mark
30(b)	Award 1 mark for the clause 'Sobbing loudly' used appropriately in a sentence. Commas should be used as required to merit the award of 1 mark.	1

Question Number	Answer	Mark
30(c)	Award 1 mark for the correction of each of the three errors. I shook with fear. What was happening? Nervously , I looked around. If only I had brought my friend with me!	1

Section C

Question Number	Indicative content
31	<p>Responses may include:</p> <ul style="list-style-type: none">• A key event/description/character• Description of approaching the deserted house /entering/exploring/confronting difficulties• Range of techniques used to increase tension/interest e.g. stretching of narrative time; reference to darkness and light; focus on decrepit, broken down features of house; inclusion of extreme weather features such as wind, rain, thunder and lightning; sudden, unexpected noises; suggestions of shapes, smells, faces; short sentences and rhetorical questions <p>Credit should be given for a wide range of different interpretations.</p>

Form, communication and purpose

Level	Marks	Criteria
4	1-3	<ul style="list-style-type: none">• The form of a narrative/description is maintained. Some balance between description and narrative. Some content developed to engage reader.• Viewpoint established and generally maintained.• Some stylistic features used to support purpose.• The letter is organised: paragraphs or sections are logically sequenced although transitions may be awkward.• Within paragraphs or sections content may be developed around a main sentence. Paragraphs or sections organised to expand a particular point. Connections within paragraphs or sections maintained.
5	4-5	<ul style="list-style-type: none">• Content of narrative/description adapted so as to appeal to the reader.• Viewpoint established and controlled.• Some stylistic features add emphasis and interest.• Overall organisation supported by paragraphs or sections. Relationship between paragraphs or sections gives structure to the whole text.• Within paragraphs or sections main ideas are developed with relevant detail or examples. Reference sometimes varied to avoid repetition.
6	6-8	<ul style="list-style-type: none">• Narrative/description well focused on audience and purpose, with some evidence of considered selection and development.• Point of view well controlled, incorporating some other or wider perspective/s.• Stylistic features sometimes ambitious, creating clarity and emphasis.• Overall direction of the text signalled, with a range of features used to control overall structure.• Some range of cohesive devices used within paragraphs/sections , these sometimes creating emphasis or effect.
7	9-10	<ul style="list-style-type: none">• Narrative/description well shaped and adapted for purpose, with content purposefully selected to appeal to the audience.• Confident viewpoint, with a range of perspectives well managed• A wide range of stylistic devices, focused intentionally on reader and purpose.• Narrative and description managed and shaped to achieve purpose and effect, with a range of cohesive devices used to position the reader.
8	11-12	<ul style="list-style-type: none">• Article adeptly adapted for purpose and reader, achieving its intended effect.• Assured viewpoint, skilfully positioned within other perspectives• A wide range of stylistic devices deployed for precise effect in relation to purpose, reader and effect.• Reader adeptly positioned throughout the text, so that the intended effect is achieved. Narrative/description skilfully built up and crafted.

Spelling, punctuation and grammar

Level	Marks	Criteria
4	1	<ul style="list-style-type: none">• Sentences mostly grammatically sound.• Some variety in subordinating connectives.• Adverbials, expanded noun phrases and modals add variety. Tense choice mainly appropriate.• Some variation in subjects of sentences.• Most sentences correctly demarcated. Some commas mark phrases or clauses.
5	2-3	<ul style="list-style-type: none">• Simple and complex sentences with some variety of connectives. Expansion of phrases and clauses adds detail. Range of verb forms develops meaning and maintains appropriate tense choice. Additional words and phrases contribute to shades of meaning.• Words with complex regular patterns are usually spelt correctly.• Range of punctuation used is almost always correctly.
6	4-5	<ul style="list-style-type: none">• Sentences almost grammatically correct. Variation in sentence structure, type and length sometimes managed for conscious effect. Placing of phrases and clauses sometimes creates emphasis or effect.• Range of punctuation used to clarify meaning for the reader.• Spelling is generally accurate including that of irregular words.
7	6-7	<ul style="list-style-type: none">• Sentence structure and detail within the sentence is well controlled and deployed, contributing to the overall development of the text.• A range of punctuation deployed for clarity and effect.• Spelling is correct, including that of complex, irregular words; any errors stand out as untypical or one-off slips.
8	8	<ul style="list-style-type: none">• Wide variety of sentence structures positioned and crafted, achieving emphasis and clarity.• Range of punctuation deployed skilfully to enhance meaning, achieving particular effects.• Spelling correct over the range of vocabulary used, including more complex and difficult words.

