

# Mark Scheme (Results)

## Summer 2008

GCSE

GCSE English A (1203/5H)

## **SECTION A: UNSEEN MEDIA**

Question Number	Indicative content	Mark
1	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"><li>• evaluate how information is presented.</li><li>• read with insight and engagement</li><li>• identify implications</li><li>• select material appropriate to purpose</li><li>• understand and evaluate how writers use linguistic, structural and presentational devices.</li></ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"><li>• the ways in which the leaflet and webpage present ideas, images and comments about wildlife and nature conservation.</li><li>• ways in which the content, headlines, language, photographs and any other features of layout and design contribute to particular effects and impressions</li><li>• explaining and justifying a personal response to the material</li><li>• using textual evidence to substantiate points made.</li></ul> <p>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely reading of the texts 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 the effective use of textual evidence.</p> <p>Candidates are required to address the bullet points by selecting what they regard as the most relevant or important aspects of the texts. They may be rewarded for a comparatively small number of points if these points are effectively developed and supported by well-chosen and evaluated textual evidence.</p> <p><b><u>Content of the leaflet</u></b></p> <ul style="list-style-type: none"><li>• animals are kept in a natural way</li><li>• the work of the RSCC</li><li>• the links to overseas conservation projects for these creatures (anti-poaching patrols, captive breeding centres, local education programmes, protection of natural habitats)</li><li>• the dedicated team ('working round the clock')</li><li>• the attention to special dietary requirements - flying in special fruits/vegetables</li><li>• special events</li><li>• details of the sub-tropical forest and the plants</li><li>• different areas - eg, conservation area for Madagascan species</li><li>• protection project for Cambodian species</li><li>• links to other zoos, wildlife parks and conservation bodies including European Endangered species Programme (EEP) and ESB</li><li>• list of current projects (Hainan gibbon, clouded leopard, civet, tamarin, snow leopard, Tenkile project, Madagascar Fauna, rare lemurs, Phnom Tamao wildlife)</li><li>• how to support RSCC - adopt an animal</li><li>• appeal for money - 'highest standard of care': over £100,000 pa</li><li>• other ways to help - membership, keeper for a day, experience afternoon, sponsorship, legacy</li><li>• practical information on location, travel, facilities, contact dates and opening hours</li><li>• caters for all - baby-changing facilities; full disabled access</li></ul>	Total for Section A: 25 Marks for Reading

### Content of the webpage 'Get Involved'

- details of what WWF is (saving wildlife, protecting habitats, addressing global threats)
- what we can do to 'make a difference', eg:
  - make 'green' choices in daily life
  - Conservation Action Network
  - Travel to see for ourselves
  - Money
- By joining, you become one of over 4 million people
- Purposes - protect land animals and environment
- Role of education

### Use of language on the leaflet

- rarity of species: 'rare', 'rarest', 'unique', 'most endangered species', 'wonderful array of unusual animals'
- positive descriptions of treatment: 'to exhibit their natural behaviour', 'great deal of assistance', 'best possible care'
- links to animals' own environment and project overseas: 'actively supported in the wild'
- efforts to give a good diet: 'scour the globe', 'rare and unusual' fruits, vegetables and other things they need, fly them in 'specially'
- facilities: 'smart café', 'bush tucker delicacies'
- exoticism: 'sub-tropical habitat', 'delicate species', 'meander through its tracks'
- direct address: 'you may even be able to try...', 'Look carefully', 'Walk through...meet our many lemurs', 'you will see...'
- language to highlight importance of the work, eg: Cambodia: 'wildlife... heavily persecuted and really needs our help'
- pride, commitment to the work: 'most important work of RSCC', 'dedicated team', 'we often have to...', 'we are very proud of...'
- language on the 'supporting our work' page more casual/informal, making use of alliteration, eg: 'if you're crazy about clouded leopards', 'fall in love with one of our lemurs'
- use of question on same page: 'perhaps feed the lemurs or meet a spider?'

### Use of language on the webpage

- mainly factual: information
- clear paragraphs
- has some persuasion: emphasis on involvement/united 'family' when joining WWF, 'we can be a force for nature'
- helping the future: use of repetition at end of two paragraphs: 'ensure a living planet for future generations', 'environment for future generations'
- use of direct address: 'Conservation begins with each of us', 'whether you choose...', 'you can ensure...', 'your conservation... can make a difference', 'with your support, we can achieve...'
- personal appeal: 'please join...'
- importance of the planet: 'unique habitats', 'extraordinary diversity of life on Earth'
- use of present participles to show continuing action: 'saving', 'protecting', 'addressing', 'taking action', 'travelling', 'making', 'getting involved', 'working together'

### Design features of the leaflet, including layout and photographs

- use of colour: black background for the leaflet, with strong colours used for the pictures of the exotic animals
- strong, appealing picture of young snow leopard on front of leaflet
- another strong picture as you open the leaflet - bird
- picture (on fold-in page) - happy, caring keeper
- central page: two columns of dense text, balanced by the pictures on left and right hand pages
- use of four small inset diagrams (front page, including four white on black images - logo) and four small inset photos at bottom of three other pages, highlighting different animals
- striking reversal of white text on black background throughout: on solid page of text, two columns with white lines to separate them and to divide the different sections of text: more striking because of use of red for sub-headings throughout and to introduce bullet points either to list the current projects supported or for ways to help
- layout may be commented on as very attractive in its way of showing the animals, birds, amphibians and environment.
- page on 'supporting our work' - shows the variety of layout because there is less text on the page, with two paragraphs to show what can be done, accompanied by five bullet points alongside the picture of the keeper - breaks up the text.
- back page: practical and clear, with a detailed map with text underneath - red used for travel, accommodation, facilities, prices and times, address and 'phone and website; explanatory text in white
- page ends with small version of the 'logo' (four pictures from front)

### Design features of the webpage, including layout and photographs

- use of colour - green and brown ('earthy' colours), with black for main text
- headline: 'Get' small green leading down to 'involved', larger and in brown
- brown also used for headings for other links (discover, explore, donate)
- top left hand side - has the very distinctive and well-known logo of WWF, with panda
- list of other webpages - cross-referenced to search facility: this includes wwf and education - separate paragraph at end of appeal
- right hand side - picture of young child happy in flower-strewn meadow, wearing wwf teeshirt.

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
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
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

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

0-1	<i>rudimentary understanding</i>	<i>minimal grasp of language</i>	<i>extremely limited content</i>
2-4	<i>basic understanding</i>	<i>little awareness of language</i>	<i>unclear and/or undeveloped points</i>
5-7	<i>some understanding an attempt at interpretation</i>	<i>limited awareness of language</i>	<i>some relevant points little development</i>

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

Question Number	Indicative content	Mark
2	<p><b>Assessment Objective:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively with accurate punctuation and spelling.</li> </ul> <p>The focus of assessment is the <b>quality of the writing</b>. The <b>persuasive and logical development of arguments and ideas</b> is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. Any appropriate format for a letter to a newspaper is acceptable, although it is likely to be relatively formal. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>Persuasive reasons may include such points as:</p> <ul style="list-style-type: none"> <li>• animal rights should be respected</li> <li>• animals need human protection</li> <li>• harming animals can harm humans indirectly since we depend on them</li> <li>• humans should have a sense of responsibility for the well-being of all creatures on the planet</li> <li>• humans should be aware of the large number of species being made extinct or endangered</li> <li>• the destruction of animals' habitat is often linked to the destruction of the planet's vital resources.</li> </ul> <p><b>In summary, successful answers will:</b></p> <ul style="list-style-type: none"> <li>• convey to the reader persuasion relevant to the chosen question</li> <li>• maintain a clear focus on relevant issues</li> <li>• reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices</li> <li>• express ideas clearly and precisely, with appropriate development</li> <li>• employ a range of sentence and clause structures appropriate to the task</li> <li>• employ a range of appropriate vocabulary</li> <li>• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.</li> </ul> <p><b>NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></p> <p>In applying the grids, bear in mind the need for the <b>'best fit'</b> approach.</p>	<p><b>Total for Section B: 25 Marks for Writing</b></p>

Question Number	Indicative content	Mark
3	<p><b>Assessment Objective:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively with accurate punctuation and spelling.</li> </ul> <p>The focus of assessment is the <b>quality of the writing</b>. The <b>effective and logical development of arguments and ideas</b> is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. As no audience is specified, the examiner is in effect the audience. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p><b>Arguments FOR:</b></p> <ul style="list-style-type: none"> <li>• if other countries can make do with fewer hours, why can't we?</li> <li>• if people work too long hours, it is not productive, since they become tired or lose concentration</li> <li>• working too hard destroys the work/life balance, since people do not have enough time for leisure activities or for their families</li> <li>• 'all work and no play makes Jack a dull boy' - it is important for us to have other interests</li> <li>• if those who are working very long hours at present reduce their hours, there is more opportunity for those who are currently out of work</li> <li>• schemes such as job sharing become more possible if individuals work fewer hours</li> </ul> <p><b>Arguments AGAINST:</b></p> <ul style="list-style-type: none"> <li>• people would not need to work so hard if the work did not need doing.</li> <li>• we need to have long hours in order to produce enough and to be economically competitive</li> <li>• people need to earn their current levels of pay - if hours were reduced, amounts of pay would have to decrease too</li> <li>• work is an important way of keeping our brains and bodies active and fulfilled: if we did less work, we would become lazy and less motivated</li> <li>• companies would go bust because of being unable to compete nationally or internationally</li> <li>• hard work is good for the country's attitudes and industry.</li> </ul> <p><b>In summary, successful answers will:</b></p> <ul style="list-style-type: none"> <li>• convey to the reader argument relevant to the chosen question</li> <li>• maintain a clear focus on relevant issues</li> <li>• reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices</li> <li>• express ideas clearly and precisely, with appropriate development</li> <li>• employ a range of sentence and clause structures appropriate to</li> </ul>	<p><b>Total for Section B: 25 Marks for Writing</b></p>

	<p>the task</p> <ul style="list-style-type: none"><li>• employ a range of appropriate vocabulary</li><li>• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.</li></ul> <p><b>NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></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 <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised</b> way	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> of markers of textual cohesion

### Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with 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 (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

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

Question Number	Indicative content	Mark
4	<p><b>Assessment Objective:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively with accurate punctuation and spelling.</li> </ul> <p>The focus of assessment is the <b>quality of the writing</b>. The clarity and effectiveness of the analysis are also key discriminators.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. The register should be appropriate for a report of this kind to the leader of a project. It is, of course, possible that some effective answers will make little or no use of the approaches suggested below:</p> <p>Candidates may include such points as the following:</p> <ul style="list-style-type: none"> <li>• The various methods of fund-raising that might be considered, including: sponsored activities, street collections, raffles or sales</li> <li>• The project may well be devoted to improving facilities for the youth group itself, such as accommodation, sports facilities or recreational areas</li> <li>• It might also be directed at a community venture or charity</li> <li>• Publicity might be through such methods as: Internet/website; advertisements; leaflets; use of local radio or television; meetings or lectures at schools, colleges or community halls, including those where youth groups in the area meet.</li> </ul> <p><b>In summary, successful answers will:</b></p> <ul style="list-style-type: none"> <li>• convey to the reader analysis relevant to the chosen question</li> <li>• maintain a clear focus on relevant issues</li> <li>• reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices</li> <li>• express ideas clearly and precisely, with appropriate development</li> <li>• employ a range of sentence and clause structures appropriate to the task</li> <li>• employ a range of appropriate vocabulary</li> <li>• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.</li> </ul> <p><b>NOW REFER TO PAGES 14-15 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p><b>Total for Section C: 25 Marks for Writing</b></p>

Question Number	Indicative content	Mark
5	<p><b>Assessment Objective:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively with accurate punctuation and spelling.</li> </ul> <p>The focus of assessment is the <b>quality of the writing</b>. The <b>clarity and effectiveness of the</b> are also key discriminators.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. No particular audience is specified, so the examiner is in effect the audience. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>Candidates may offer comments on and analysis of</p> <ul style="list-style-type: none"> <li>• the detailed nature of the activity</li> <li>• why they became involved initially and how their interest grew</li> <li>• what their own personal role has been in the activity</li> <li>• what it is that has taken so much of their time</li> <li>• how rewarding or fulfilling they have found the activity</li> <li>• their personal motivation and reasons for putting so much into the activity.</li> </ul> <p><b>In summary, successful answers will:</b></p> <ul style="list-style-type: none"> <li>• convey to the reader analysis and comment relevant to the chosen question</li> <li>• maintain a clear focus on relevant issues</li> <li>• reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices</li> <li>• express ideas clearly and precisely, with appropriate development</li> <li>• employ a range of sentence and clause structures appropriate to the task</li> <li>• employ a range of appropriate vocabulary</li> <li>• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.</li> </ul> <p><b>NOW REFER TO PAGES 14-15 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></p> <p>In applying the grids, bear in mind the need for the <b>'best fit' approach</b>.</p>	<p><b>Total for Section C: 25 Marks for Writing</b></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 <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure</b> , <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> of markers of textual cohesion

### Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with 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 (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate