



# Mark Scheme (Results)

November 2018

Pearson Edexcel GCSE

In English Language (1EN0)

Paper 2: Non-fiction and Transactional Writing

NB: this is an updated version of the mark scheme where Question 2 and Question 5 have been amended to match the revised format for first assessment 2019.

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## **General marking guidance**

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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 judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

## **Marking guidance – specific**

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points
- Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfill the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfills the requirements of the question.

The table below shows the number of raw marks allocated for each question in this mark scheme.

Questions	Assessment Objectives						Total marks
	AO1	AO2	AO3	AO4	AO5	AO6	
Question 1	2						2
Question 2	2						2
Question 3		15					1
Question 4	1						1
Question 5	1						1
Question 6				15			1
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40

## Section A: Reading

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
1	Accept any <b>two</b> of the following answers, based on lines 2-4: <i>stewing (around), (little bit) worried, not sure, glad.</i>	(2)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any reasonable answer based on lines 15–18. <b>Quotations and candidate's own words are acceptable.</b>  For example: <ul style="list-style-type: none"><li>• he thinks he cannot say or write how he feels (1)</li><li>• he is worried (about not being able to express himself) (1)</li><li>• he worries about his inexpression/inarticulateness just as much as he does 'about his bowels' (1)</li><li>• he feels unwell (1)</li><li>• 'mad' (1)</li><li>• 'sick' (1)</li><li>• he feels a 'prickly sensation in the head' (1).</li></ul>	(2)

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses. **Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.**

Question Number	Indicative content
3	<p>Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p>Responses may include the following points about the <b>language</b> of the text:</p> <ul style="list-style-type: none"> <li>• the use of verbs to describe emotions and thoughts creates a sense of an emotional letter: 'stewing', 'worried', 'feels', 'expresses', 'muttering', 'doubt', 'admires'</li> <li>• the use of personal pronouns: repetitive use of 'I', 'he' and 'you' creates a sense that the events are personal</li> <li>• the use of the metaphor 'stewing around' demonstrates the confusion/mixed feelings that White has about his wife's pregnancy</li> <li>• the letter is written as if Daisy knows exactly what White is feeling: 'a little bit worried', 'he is not sure that he has made you realize'</li> <li>• euphemism is used to show that pregnancy is a difficult area to talk about: 'what the column writer in the Mirror calls a blessed event'</li> <li>• the use of idiom creates a personal, informal feel to the letter, which interests the reader: 'beside himself', 'put in a word'</li> <li>• the lengthy description of how White feels emotionally and physically shows the complexity of the emotions he is experiencing: 'strange queer tight little twitchy feeling around the inside of his throat', 'it makes him either mad, or sick, or with a prickly sensation in the head'</li> <li>• use of emotive/elevated/intense language conveys White's feelings: 'so much love', 'you being so wonderful', 'he admires you'</li> <li>• language is used to show that White is struggling to explain how he feels: 'he was in no condition to make himself clear', 'he gets thinking that nothing that he writes or says ever quite expresses his feeling, and he worries about his inarticulateness', 'he was so full of this matter which he couldn't talk about', 'didn't seem to be able to tell you about his happiness'</li> <li>• images are used that show a sense of new life to reflect the pregnancy: 'the song sparrow that even I could hear from my confinement in the house, and those little seeds that you were sprinkling'</li> <li>• religious imagery is used to show how important the event is: 'blessed event', 'muttering little prayers'.</li> </ul> <p>Responses may include the following points about the <b>structure</b> of the text:</p> <ul style="list-style-type: none"> <li>• the text is structured as a letter with typical opening and closing features with the final phrase summing up the reason for writing</li> <li>• the use of the persona of the family dog as a vehicle to communicate with his wife shows a somewhat strange relationship</li> <li>• the writer uses conjunctions or a preposition to start sentences to indicate an informal, personal letter: 'So I am...', 'But my', 'Of course'</li> <li>• contractions are used to show informality: 'haven't', 'couldn't', 'didn't'</li> <li>• parenthesis is used as if the writer is thinking spontaneously: (I am not making myself clear I am afraid...in my own way)</li> <li>• the writer uses long sentences for impact and to show a thought process</li> <li>• the contrast between present and future is seen in the contrast: 'as a future mother and not as a present person'.</li> </ul> <p style="text-align: right;"><b>(15 marks)</b></p>

Level	Mark	<b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Limited comment on the text.</li> <li>• Identification of the language and/or structure used to achieve effects and influence readers.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Comment on the text.</li> <li>• Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b></p>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• Explanation of the text.</li> <li>• Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• Exploration of the text.</li> <li>• Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• Analysis of the text.</li> <li>• Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
4	<p>Accept any reasonable answer based on lines 1-6.  <b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 'will bring about big changes'</li> <li>• pregnancy can create a lot of changes especially when it is the first child</li> <li>• 'Some people cope with these changes easily'</li> <li>• 'others find it harder'</li> <li>• couples cope differently with pregnancy as everyone is different</li> <li>• couples can have arguments</li> <li>• even though they are looking forward to having the baby, they may argue.</li> </ul>	(1)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
5	<p>Accept any reasonable answer based on lines 16-19.  <b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Relate (1)</li> <li>• Women's Aid (1)</li> <li>• organisations the book refers to (1)</li> <li>• friends (1)</li> <li>• family (1)</li> <li>• a midwife (1).</li> </ul>	(1)

Question Number	Indicative content
6	<p>Reward responses that evaluate how successfully the writer reassures parents.</p> <p><b>References to writer’s techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the opening of the extract identifies the problem immediately, which creates a sense of reassurance that there will be an honest approach to advice given: ‘Pregnancy will bring about big changes to your relationship’</li> <li>• the opening of the extract indicates straight away that change is expected but reassures that there are different ways of coping: ‘Some people cope with these changes easily, others find it harder. Everybody is different’</li> <li>• the writer emphasises the negatives that might happen early on in the extract in order to reassure and be direct: ‘arguments’, ‘difficulty’, ‘problematic’, ‘abusive’</li> <li>• the extract balances information with seemingly personal experience by using ‘you’. The fact that it is directly engaging the audience reassures parents that this is a shared experience</li> <li>• the reader will feel reassured by direct commands to them: ‘One practical question you will need to discuss’, ‘do get help’; however, the feeling of reassurance may not be shared by all readers who may see the Department of Health’s advice as patronising or self-evident</li> <li>• reference to expert organisations strengthens the impact of the advice: ‘like Relate or Women’s Aid’, ‘your midwife or health visitor’</li> <li>• the description of advice for single parents is expressed in a more supportive than commanding way, making the effect gentler and more successful: ‘It may be that you do not have a partner in this pregnancy ... You may wish to talk to your midwife about services that may be available’</li> <li>• the way the writer designs the extract to balance problem with solution is effective: ‘You may find that she is trying to take over’, ‘Try to let her and others know’</li> <li>• the practical voice is effective as it directly says what parents are concerned about but may not wish to say: ‘Don’t feel guilty if you sometimes feel resentful at the demands your baby makes, or if your feelings are not what you expected them to be’</li> <li>• the extract effectively reflects many events potentially caused by pregnancy (such as arguments, worry, coping, difficulty, support, exhaustion, resentment) and is reassuring in covering them all.</li> </ul> <p style="text-align: right;"><b>(15 marks)</b></p>

<b>Level</b>	<b>Mark</b>	<b>AO4: Evaluate texts critically and support this with appropriate textual reference</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Description of ideas, events, themes or settings.</li> <li>• Limited assertions are offered about the text.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Comment on ideas, events, themes or settings.</li> <li>• Straightforward opinions with limited judgements are offered about the text.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• Explanation of ideas, events, themes or settings.</li> <li>• Informed judgement is offered about the text.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• Analysis of ideas, events, themes or settings.</li> <li>• Well-informed and developed critical judgement is offered about the text.</li> <li>• The selection of references is appropriate, detailed and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• Evaluation of ideas, events, themes or settings.</li> <li>• There is a sustained and detached critical overview and judgement about the text.</li> <li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li> </ul>

Question Number	Indicative content	
7(a)	<p><b>Students must draw on BOTH texts to access marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both texts show things changing for new parents: Text 1 says 'everything was starting at once' and Text 2 identifies that 'Pregnancy will bring about big changes to your relationship'</li> <li>• both texts show that first time pregnancy can be especially difficult: in Text 1 the writer says 'White has been stewing around for two days now', while Text 2 says 'especially if this is your first baby'</li> <li>• both texts show that pregnancy can cause worry to parents: in Text 1 the writer explains that 'Of course he is also very worried' and in Text 2 'one of you is worried about the future and how you are going to cope'</li> <li>• both show the impact of pregnancy on relationships: in Text 1 the parents struggle to communicate and the writer says 'he is not sure that he has made you realize how glad he is' and in Text 2 'have lost the knack of easily talking your problems through'</li> <li>• both texts show the need for external support for new parents: Text 1 has the dog writing the letter to help express the feelings, and in Text 2 the writer refers to support organisations like 'Relate or Women's Aid', 'family or friends', 'midwife or health visitor'</li> <li>• both texts show physical impacts of pregnancy on new parents: in Text 1 White feels 'a strange queer tight little twitchy feeling around the inside of his throat' and feels 'sick, or with a prickly sensation in the head', and in Text 2 the writer refers to 'exhausting early weeks' and 'not getting much sleep'</li> <li>• both texts show that love is important to many new parents: in Text 1 the writer says 'something is happening which will require so much love and all on account of you being so wonderful', and in Text 2 the writer identifies that couples may be 'feeling closer and more loving'</li> <li>• both texts show that it is important for parents to communicate: Text 1 says 'White is beside himself and would have said more about it but is holding himself back'; Text 2 says 'You also need time together, without the baby, to keep in touch with each other'</li> <li>• both texts indicate the potential involvement of fathers: in Text 1 the writer says 'the way he stands around staring at you and muttering little prayers' and Text 2 refers to how 'fathers can help, and what it can mean for them to share this experience'.</li> </ul> <p style="text-align: right;"><b>(6 marks)</b></p>	
Level	Mark	<b>AO1: Select and synthesise evidence from different texts</b>
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Limited understanding of similarities</li> <li>• Limited synthesis of the two texts</li> <li>• The use of evidence is limited.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Sound understanding of similarities</li> <li>• Clear synthesis of the two texts</li> <li>• The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Detailed understanding of similarities</li> <li>• Detailed synthesis of the two texts</li> <li>• The selection of evidence is appropriate and relevant to the points being made.</li> </ul>

In responses to the following question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence in the response analysing each text, and comparing the texts to reward responses.

**Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.**

Question Number	Indicative content
7(b)	<p>Reward responses that compare how each writer presents ideas and perspectives about relationships.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both texts show the significance of pregnancy in relationships: Text 1 calls it a 'blessed event' and Text 2 says 'Pregnancy will bring about big changes to your relationship'</li> <li>• both texts show that relationships are easier with support and help from others: Text 1 identifies Daisy and Josephine, and Text 2 identifies 'family or friends' and 'midwife or health visitor'; however, Text 1 involves assumed knowledge of the people mentioned and Text 2 is non-specific</li> <li>• both texts show the difficulties relationships face although in different ways. Text 1 demonstrates this through Daisy 'having to' express White's feelings, whereas Text 2 demonstrates this through direct address of the problem: Text 1 says 'he was in no condition to make himself clear either and I am just doing the best I can in my own way' and Text 2 says 'It is quite common for couples to find themselves having arguments every now and then during pregnancy'</li> <li>• Text 1 is a personal comment on a relationship told from the perspective of the family, whereas Text 2 is a third-person account</li> <li>• the texts show the emotional effect of pregnancy on relationships. Text 1 shows the effect on the writer's feelings: 'little bit worried', 'he worries about his inarticulateness', while Text 2 uses a general reference to emotions: 'one of you is worried about the future and how you are going to cope'</li> <li>• both texts use language to show physical effects on those in relationships: Text 1 describes White as feeling 'a strange queer tight little twitchy feeling around the inside of his throat', 'mad, or sick, or with a prickly sensation in the head'. Text 2 in contrast makes reference to physical effects after the birth, through the 'exhausting early weeks' and 'not getting much sleep'</li> <li>• both texts show that pregnancy can bring love between couples: in Text 1 'something is happening which will require so much love' and in Text 2 the writer describes 'feeling closer and more loving'</li> <li>• both texts explain the involvement of fathers but in different ways. In Text 1 White is concerned about his wife as he 'stands around staring at you and muttering little prayers' and worries that his wife thinks he sees her 'merely as a future mother and not as a present person'. In Text 2 the writer says 'fathers can help, and what it can mean for them to share this experience'</li> <li>• both texts show the importance of relationships in pregnancy but this contrasts given the time of the texts. In Text 1 the father is loving and concerned but feels he is not directly involved in the pregnancy. In Text 2 there is an assumption that fathers are more involved, although a wider range of relationships is considered, including single parents, family, friends, charities and health professionals.</li> </ul> <p style="text-align: right;"><b>(14 marks)</b></p>

Level	Mark	<b>A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</b></p>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	9–11	<ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	12–14	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts, they are discriminating, and clarify the points being made.</li> </ul>

## Section B: Transactional Writing

Refer to the writing assessment grids at the end of this section when marking Question 8 and Question 9.

Question Number	Indicative content
*8	<p><b>Purpose:</b> to write the text for a speech to advise and/or inform.</p> <p><b>Audience:</b> the writing is for the candidate's peers. The focus is on communicating ideas about an important person. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a speech using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"><li>• give information about who the person is, for example parent, friend, relative, teacher, mentor, coach</li><li>• give reasons why the person is important, for example their unconditional love, the happiness they bring, their success in a particular area, their beliefs and values</li><li>• describe how the person has influenced you, for example helping you work through issues, problem solving, determination, setting an example, being a role model or as an example of how not to behave.</li></ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>*(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

Question Number	Indicative content
*9	<p><b>Purpose:</b> to write an article for a magazine – informative or persuasive.</p> <p><b>Audience:</b> magazine readers. Candidates can choose which magazine they are writing for. The focus is on communicating ideas about ups and downs in relationships. This may involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as an article using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion. Credit should be given to those answers that use any stylistic conventions of a magazine article – this may have various forms but must include a heading, an introduction to the subject, a summary of the issues or ideas being considered, and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• identify and explain positive changes that happen in relationships, for example falling in love, getting help and support, doing things together, facing difficult times, being guided and supported</li> <li>• identify and explain negatives that can happen over time, for example arguments, growing apart, life changes such as school, college, home location, going away, other people’s involvement, death</li> <li>• offer ideas on how people can manage ups and downs in relationships, for example give and take, communicating clearly and often, making feelings clear, being open and honest and getting professional help.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>*(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

### Writing assessment grids for Question 8 and Question 9

A05:		
<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>• provides no rewardable material</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• offers a basic response, with audience and/or purpose not fully established</li> <li>• expresses information and ideas, with limited use of structural and grammatical features</li> </ul>
<b>Level 2</b>	5–9	<ul style="list-style-type: none"> <li>• shows an awareness of audience and purpose, with straightforward use of tone, style and register</li> <li>• expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features</li> </ul>
<b>Level 3</b>	10–14	<ul style="list-style-type: none"> <li>• selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register</li> <li>• develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear</li> </ul>
<b>Level 4</b>	15–19	<ul style="list-style-type: none"> <li>• organises material for particular effect, with effective use of tone, style and register</li> <li>• manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text</li> </ul>
<b>Level 5</b>	20–24	<ul style="list-style-type: none"> <li>• shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register</li> <li>• manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

**A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation**

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>provides no rewardable material</li> </ul>
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>uses basic vocabulary, often misspelled</li> <li>uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants</li> <li>uses punctuation with control, creating a range of sentence structures, including coordination and subordination</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>uses a varied vocabulary and spells words containing irregular patterns correctly</li> <li>uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>uses a wide, selective vocabulary with only occasional spelling errors</li> <li>positions a range of punctuation for clarity, managing sentence structures for deliberate effect</li> </ul>
<b>Level 5</b>	13-16	<ul style="list-style-type: none"> <li>uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li> <li>punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>