



Mark Scheme (Results)

Pearson Edexcel GCSE
In English Language 2.0 (1EN2)
Paper 1: Non-Fiction Texts

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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 judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- 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 for levels-based mark schemes

How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark level.

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels-based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

When a candidate has produced an answer that displays characteristics from more than one level, examiners must use their professional judgement to decide if they have covered enough of the higher-level descriptors to be awarded marks at the bottom of the mark range in that higher level. If that is not the case, then the higher mark in the lower level can be awarded.

Paper 1 Mark scheme

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

Qu. No	Question focus	Question Total	Assessment objectives					
			AO1	AO2	AO3	AO4	AO5	AO6
1	Identify information/ideas	4	4					
2	Evaluation of text purpose	6				6		
3	Analysis of language	8		8				
4(a)	Identify information/ideas	2	2					
4(b)	Interpret information/ideas	2	2					
5	Evaluation of text conclusion	6				6		
6	Evaluation of whole text	12				12		
7–8*	Transactional writing task	40					24	16
Total for paper 1		80	8	8	0	18	24	16

*optional choice

Paper 1 – Mark Scheme

The use of slashes is to show alternative responses and the use of brackets is to show possible, but not required or expected, student responses.

Section A: Reading

Question number	Answer	Mark
1	<p>AO1 (identify explicit information and ideas)</p> <p>Accept any reasonable discoveries, up to a maximum of 4 marks.</p> <p>Quotations and own words are acceptable.</p> <p>Candidates may identify the following discoveries:</p> <ul style="list-style-type: none">• (penetrating) continents (1)• (sounding) the deep sea (1)• (hunting matter down to) molecules (1)• finding perfume in filth (1)• finding dyes in dirt (1)• finding food in refuse (1)• (the) stethoscope (1)• the telephone (1)• the telescope (1) <p>Do not credit any references to the image.</p>	(4)

Question number	Answer
2	<p>AO4 (6 marks)</p> <p>Candidates must give three reasons supported by evidence to access Level 3.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> any reason/evidence that is not in lines 10–21 any reference to the writer's techniques that does not make a judgement on the success of the text any references to the image. <p>Responses may include:</p> <ul style="list-style-type: none"> the text starts positively by suggesting there are lots of scientific discoveries, 'thick, closely printed volume', which would interest/persuade the reader to carry on reading to find out what they are the text is successful as the writer is enthusiastic about the telephone: 'What the Telephone promises is hardly short of this.' The use of 'promises' successfully persuades readers that the telephone is an exciting invention which offers new possibilities the writer gives an example of how a telephone is useful, 'hold a conversation with a son at the Antipodes'. This would interest and persuade readers, who have only previously been able to communicate through letters, that the invention would be beneficial. This might also appeal to readers whose families have emigrated (which was quite common in the 19th century) the text successfully interests and persuades readers by listing the things you can hear, 'the very voice', 'the familiar laugh', which would appeal to readers who are missing loved ones the text successfully interests the reader as its tone is not too scientific and it appeals to the emotions in describing relatives/people who are separated by great distances, 'the child long separated', which would persuade readers that the telephone would be useful for them the use of things you can hear, 'voice', 'breathing', 'heart's throb', 'familiar laugh', interests the reader because these are familiar things you would expect to be able to hear when near to a person and would successfully persuade readers that this invention is something that would interest them the text is unsuccessful because it says science does not apply to everyone, 'these are not matters that concern everybody', and that some discoveries have not made much difference: 'They do not revolutionise the world.' the text is unsuccessful in persuading the reader of the benefits of the telephone because it only identifies one use for the new invention, 'hold a conversation with a son', and does not give any other ways that the telephone might improve people's lives the text is unsuccessful in persuading readers because it implies that telephones are only useful over great distances, '8,000 miles', which might not be of interest to most people the text does not explain/present any negative points or problems with the telephone and so presents an unbalanced viewpoint. <p>Accept any other reasonable responses.</p> <p>N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.</p>

Question 2

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Limited evaluative assertions offered, with little or no personal and critical judgement about the text. The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none"> Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text Clear evaluative opinion offered with clear personal and critical judgements about the text. The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none"> Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Developed critical evaluation offered with convincing personal judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Question number	Indicative content
3	<p>AO2 (8 marks)</p> <p>Reward responses that explain how the writer uses language to interest and inform the reader.</p> <p>Use of relevant subject terminology is rewardable when it is used to support points.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> the writer uses inclusive pronouns, 'we', 'our', to make the reader feel included as an equal of the scientists who are making discoveries the writer uses the adverb 'happily' to create a positive tone at the beginning of the text, which would engage the reader the use of the adjective 'dreary' provides an unpleasant contrast highlighting the unappealing prospect of no more inventions the writer's use of verbs, 'penetrating', 'sounding', 'finding', gives the impression of a great deal of activity. This suggests how busy scientists are and interests the reader the writer uses juxtaposition in the list of scientific achievements to show how great the achievements are: 'dyes in dirt', 'perfume in filth', 'food in refuse' (some candidates may say that this is antithesis). This informs the reader of how many different discoveries have been made and impresses the reader by how apparently astonishing they are the use of alliteration, 'dyes in dirt', emphasises the extraordinary achievements as it would seem an impossible task the writer's use of repetition of 'true' would make the reader think that what is written is factual and the truth. This is further supported by the reference to 'the annual catalogue of new facts', which would interest the reader as they will understand that the telephone is a genuine invention the description 'a thick, closely printed volume' clearly explains to the reader how great the achievements are by using the adjectives 'thick' and 'closely printed'. This suggests how tightly-packed the information is and how much of it there is the writer interests the reader by showing his enthusiasm for the telephone: 'What the Telephone promises is hardly short of this'. The verb 'promises' interests the reader as it suggests possibilities and excitement the writer interests the reader by informing them of the ways the telephone can bring people closer, 'distinguish his voice, hear his breathing', and the repetition of the pronoun 'his' informs the reader that the telephone will produce realistic communication and suggests the close relationship the writer interests the reader by using adjectives in 'hear the very voice, the familiar laugh, the favourite song', which emphasises how good the reproduction of the sound will be the writer uses alliteration, 'the very voice', 'hear his heart's throb', to draw the reader's attention to the exciting prospect that the telephone offers and the added onomatopoeia of 'heart's throb' emphasises how the telephone brings people closer the use of 'Next to seeing—nay, rather than seeing' interests the reader as it suggests that the telephone may replace personal contact but in a positive way as the telephone brings people closer: 'the familiar laugh', 'the favourite song' the writer uses an emotional appeal, 'what would parents give to hear', which has

	<p>an impact on the reader especially as, at the time, many people were emigrating</p> <ul style="list-style-type: none"> the writer informs the reader of how powerful the telephone can be by describing the earth as 'a solid mass 8,000 miles in diameter', which shows how far the telephone can communicate. The use of 'solid mass' suggests impenetrability which emphasises the power of the telephone the description of the telephone as 'only a second ear' interests readers because the use of 'only' reassures them that this is not a complicated invention. <p>Accept any other reasonable responses.</p>
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Question 3

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Comment on the text and on the language used to achieve effects and influence readers. The use of references is valid, but not developed. Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none"> Explanation of the text and how language is used to achieve effects and influence readers. The selection of references is generally appropriate and relevant to the points being made. Some use of relevant subject terminology to support explanation.
Level 3	5–6	<ul style="list-style-type: none"> Exploration of the text and how language is used to achieve effects and influence readers. The selection of references is detailed, appropriate and fully supports the points being made. Use of a range of relevant subject terminology to support exploration.
Level 4	7–8	<ul style="list-style-type: none"> Analysis of how language is used to achieve effects and influence readers. The selection of references is discriminating and clarifies the points being made. Precise use of a range of relevant subject terminology to support analysis.

Question number	Answer	Mark
4(a)	<p>AO1 (identify explicit information and ideas)</p> <p>Accept any reasonable features from lines 1–7 only, up to a maximum of 2 marks.</p> <p>Quotations and own words are acceptable.</p> <p>Candidates may identify the following features:</p> <ul style="list-style-type: none">• (it will be) quite indispensable (1)• (it will be) much more comprehensive/effective (1)• (it will be) fitted in houses (1)• (it will be) cheap (1)• (it will be) entertaining (1)• (it will be) useful (1)• (it will) make life happier all round (1)• (it will) bring enjoyment/pleasure to working people (1)	(2)

Question number	Answer	Mark
4(b)	<p>AO1 (interpret implicit information and ideas)</p> <p>Accept any reasonable groups of people implied by the text, up to a maximum of 2 marks.</p> <p>Candidates may identify the following groups of people:</p> <ul style="list-style-type: none">• unhappy people (1)• people who have not had access to the same comforts and pleasures of the rich/same standard of living (1)• people who do not like going out/who like staying in (1)• people who cannot afford to go to out (1)• poor people (1)• people who live outside the city (1) <p>Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.</p>	(2)

Question number	Answer
5	<p>AO4 (6 marks)</p> <p>Reward responses that evaluate how successfully the extract persuades people that the Pleasure Telephone will change people's lives positively.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the success of the extract.</p> <p>Candidates must give three reasons supported by evidence to access Level 3.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the extract is successful in persuading people that it will have a positive effect on their lives as it suggests that access to information is almost instant: 'wait a few minutes'. This is further emphasised by 'the latest', appealing to people who want the most recent updates and want to be informed quickly: 'extraordinary promptness'. This suggests that people who use the device will be better informed the extract is successful as it provides a range of uses for the telephone, 'local news, or the theatrical, art, or science notices', which persuades a variety of people with different interests that the telephone will help them. The news coverage 'local', 'foreign', and 'provincial' would appeal to serious readers and the more entertaining elements 'theatrical, art', 'sporting information' might persuade a broader spectrum of readers how useful it would be the extract successfully persuades the reader of the convenience of the telephone, 'brought to one's own fireside', 'without the trouble of running into the street for the paper', as it provides a contrast with the past ways that news has been communicated the extract successfully persuades readers that their lives will be improved as they can access a range of cultural activities: 'theatres, concert halls, and the hundred and one other places of amusement in the city' the extract refers to 'The subscriber' so the telephone is not freely available to all; the reader may feel excluded and so the extract is unsuccessful in persuading readers that everyone's life will be improved the extract does not successfully present the convenience of the telephone because it says you have to 'wait a few minutes' and then it lists the information you can get, but there is no suggestion that you can select/revisit this information unlike 'the paper' the extract addresses a particular type/class of reader, one whose interests are news, politics, sport and the arts, and does not consider less cultured aspects, or suggest its benefits for the less literate: 'all kinds of society and political matter' the extract does not consider the telephone as a means of personal communication, which some readers might consider to be important, and so the extract does not successfully persuade the reader that everyone will benefit the extract does not refer to everyone, 'put down his receivers', which suggests that only men will have access to/benefit from this new technology. The list of information could be seen to be biased towards male interests and so does not successfully show how everyone will benefit. <p>Accept any other reasonable responses.</p> <p>N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.</p>

Question 5

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Limited evaluative assertions offered, with little or no personal and critical judgement about the text. The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none"> Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text Clear evaluative opinion offered with clear personal and critical judgements about the text. The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none"> Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Developed critical evaluation offered with convincing personal judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Question number	Indicative content
6	<p>AO4 (12 marks)</p> <p>Reward responses that evaluate how successfully the text shows that the Pleasure Telephone is something that everyone will want.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the overall tone of the text is positive about the Pleasure Telephone, successfully persuading the reader that it is something beneficial, 'a quite indispensable element', and life-changing, 'likely to effect immense changes', so the reader might be curious to acquire this new invention the text suggests that everyone can have a Pleasure Telephone 'fitted in our houses just as gas and electricity' and that it will be accessible for all, 'so cheap that not to have it would be absurd', successfully showing that having the Pleasure Telephone will be a straightforward and simple process the text promises positive benefits, 'so entertaining and useful that it will make life happier all round', which successfully persuades the reader that they want the Pleasure Telephone as no-one would want to be unhappy or missing out the alliteration 'make millions merry' and the repetition of 'merry' draw the reader's attention successfully to the idea that this device will indeed improve lives, making people happier and therefore is desirable the text suggests that the Pleasure Telephone may change society: 'will democratise', 'make all classes connected'. This successfully supports a more egalitarian viewpoint to which the reader may subscribe the text successfully suggests that poor people would also want a Pleasure Telephone, 'looked forward to as eagerly by the poor', and that it can widen perspectives: 'humblest cottage will be in immediate contact with the city' the writer makes the device sound attractive by showing how close it can bring people, 'making next-door neighbours, as it were, of strangers who have never met', suggesting positive relationships might occur as the result of using the Pleasure Telephone the writer successfully employs numbers, 'homes of thousands', 'the whole six million inhabitants', to show how the Pleasure Telephone could be used to connect people and the scope implies that everyone could be connected the description of 'a constant flow of news and pleasure all day long' successfully shows that the Pleasure Telephone would be attractive to everyone as this is something entirely new this is further reinforced by the listing of the various types of information it could provide the final sentence offers positive aspects of using the Pleasure Telephone which are not just cultural, 'hundred and one other places of amusement', and would appeal to everyone the text may be discouraging as it says the telephone 'will be fitted in our houses just as gas and electricity is now', which might suggest to the reader of the time it is similarly dangerous and difficult to fit. Also gas and electricity were not freely available to all so it suggests that the telephone may similarly not be available to all the text is unsuccessful in persuading the reader as it states that the new telephone has yet 'to be brought to London', which might make the reader think that it is untried technology and may not perform as well as claimed and so people may not wish to waste time or money on it there are references to London and 'the city', which suggests the telephone will only be

	<p>available in London and so the text does not successfully persuade the reader that it will be available to everyone</p> <ul style="list-style-type: none"> • there is some suggestion that people might become isolated by using the Pleasure Telephone, 'enjoy the theatre at home', so it may not appeal to all • although, 'making next-door neighbours of strangers', might be an attractive prospect to some, others may not think it is, so this might not appeal to everyone. <p>Accept any other reasonable responses.</p> <p>N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.</p>
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Question 6

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> • No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Limited evaluative assertions offered, with little personal judgement about the text. • The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none"> • Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Straightforward evaluative opinions offered with some personal judgements about the text. • The selection of references is valid, though not always developed or secure in relation to the points being made.
Level 3	5–7	<ul style="list-style-type: none"> • Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Informed evaluative opinion offered with sound personal judgements about the text. • The selection of references is appropriate and relevant to the comments being made.
Level 4	8–10	<ul style="list-style-type: none"> • Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Developed critical evaluation offered with detailed personal judgements about the text. • The selection of references is appropriate, detailed and fully supports the evaluation being made.
Level 5	11–12	<ul style="list-style-type: none"> • Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Sustained and detached critical evaluation offered with convincing personal judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Section B: Writing

Question number	Indicative content
7	<p>AO5 (24 marks), AO6 (16 marks)</p> <p>Purpose: to write a speech, to inform, advise and/or persuade.</p> <p>Audience: the writing is for the candidate's peer group. The focus is on communicating ideas about using the internet safely. This can involve a range of approaches.</p> <p>Form: there should be clear organisation and structure with development of the ideas provided and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none">• identify different types of online activity such as emails, shopping, studying, banking, accessing social media• identify the risks involved in the different activities such as theft of personal information, cyber-bullying, being scammed• give practical advice on how to protect yourself from the dangers, such as being careful about giving out personal information, making sure passwords are secure, having firewalls• give advice on what to do if you have a problem• be written from the perspective of a teenager or an adult. <p>Accept any other reasonable points.</p>

Question number	Indicative content
8	<p>AO5 (24 marks), AO6 (16 marks)</p> <p>Purpose: to write a letter to a local newspaper, to inform and/or persuade.</p> <p>Audience: the editor of the newspaper and the local general public. The focus is on communicating ideas about whether it is a good idea to ban mobile phones in schools and colleges. This may involve a variety of approaches.</p> <p>Form: the response should be set out as a formal letter. The letter should be opened and closed clearly, with an appropriate salutation and letter ending. Paragraphs should be organised appropriately. The response should have appropriate tone and language for a letter in a newspaper.</p> <p>Responses may:</p> <ul style="list-style-type: none">• introduce the topic and why it has emerged as an issue• present clear arguments in favour of banning mobile phones in schools and colleges, such as inappropriate use in lessons; distraction; the problems for teachers policing the use of mobiles• present clear arguments against banning mobile phones in schools, such as the need for phones in emergency situations; they can be used beneficially in class, e.g. accessing dictionaries; they provide entertainment in break times• offer recommendations about what should be done• be written from the perspective of a teenager or an adult. <p>Accept any other reasonable points.</p>

Level	Mark	AO5 descriptor Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> Limited ability to communicate clearly, effectively, and imaginatively. Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	<ul style="list-style-type: none"> Some ability to communicate clearly, effectively, and imaginatively. Shows an awareness of audience and purpose, with straightforward use of tone, style and register. Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.
Level 3	10–14	<ul style="list-style-type: none"> Clear ability to communicate clearly, effectively, and imaginatively. Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register. Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.
Level 4	15–19	<ul style="list-style-type: none"> Secure ability to communicate clearly, effectively, and imaginatively. Organises material for particular effect, with effective use of tone, style and register. Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.
Level 5	20–24	<ul style="list-style-type: none"> Sophisticated ability to communicate clearly, effectively, and imaginatively. Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register. Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

Level	Mark	AO6 descriptor Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Uses basic vocabulary, often misspelled. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. • Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–7	<ul style="list-style-type: none"> • Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with control, creating a range of sentence structures, including coordination and subordination. • Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	8–10	<ul style="list-style-type: none"> • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect. • Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.
Level 4	11–13	<ul style="list-style-type: none"> • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect. • Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	14–16	<ul style="list-style-type: none"> • Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects. • Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.