



# Mark Scheme (Pre-standardisation)

November 2019

Pearson Edexcel Level 1/Level 2  
GCSE (9–1) in English Language (1EN0)  
**Paper 2: Non-fiction and Transactional  
Writing**



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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 fulfil 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 fulfils the requirements of the question.

## Paper 2 Mark Scheme

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

Component	Assessment Objectives					Total marks	
	A01	A02	A03	A04	A05	A06	
Component 2 – Non-fiction and							
Question 1	2						2
Question 2	2						2
Question 3		15					15
Question 4	1						1
Question 5	1						1
Question 6				15			15
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40

### Section A: Reading

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>1</b>	<p>Accept any <b>two</b> of the following answers, based on lines 4-7:</p> <ul style="list-style-type: none"> <li>• white</li> <li>• cardboard</li> <li>• on a table</li> <li>• in the back (of the cafeteria)</li> <li>• (crisply) stencilled</li> <li>• black letters</li> <li>• spelling out the lunchroom hierarchy</li> <li>• (it says) COLORED COMPUTERS</li> <li>• the only sign</li> <li>• in the West Area cafeteria</li> </ul>	<b>(2)</b>

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>2</b>	<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>• they thought it was ridiculous (1)</li> <li>• 'somehow more offensive' (1)</li> <li>• they tried to ignore it (1)</li> <li>• 'push it aside in their lunch hour' (1)</li> <li>• 'pretend it wasn't there' (1)</li> </ul>	<b>(2)</b>

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 writer uses language to show the significance of rules: 'mandate', 'prescribed', 'designated', 'comply', 'statutes'</li> <li>• language is used to show the importance of status and power: 'hierarchy', 'excluded', 'segregation', 'discriminatory', 'empowerment'</li> <li>• the use of the verb 'beckoned' suggests something enticing and interesting, contrasting with the real message of the sign</li> <li>• adverbs are used to create interest and emphasise the significance of the text's message: 'crisply', 'economically', 'especially', 'simultaneously', 'blankly'</li> <li>• metaphor is used to show that racial discrimination is indirect or direct: 'its crisply stenciled black letters spelling out the lunchroom hierarchy', 'the kind of racial violence that could spring out of nowhere', 'The front door to the laboratory was open, but many others remained closed'</li> <li>• language is used to show intelligence and professionalism, which contrasts with the situation the workers find themselves in: 'black professionals', 'lofty environment', 'intellectual talents'</li> <li>• phrases lacking specifics show that discrimination is hard to pinpoint: 'not exactly', 'not quite', 'somehow more'</li> <li>• adjectives to describe specific groups create emphasis on their treatment: 'COLORED COMPUTERS', 'the only black professionals', 'the most economically secure Negroes', 'the bathrooms designated for colored girls'</li> <li>• the simile 'like fuel poured on a smouldering ember' emphasises the speed at which violence impacts people and the danger it can cause</li> <li>• the use of idiom encourages the reader to engage with the viewpoint of the writer: 'out of nowhere', 'garden-variety', 'paved the way', 'too much to take'</li> <li>• the writer uses references to time to show how long the discrimination goes on for: 'with absurd regularity', 'a few days, perhaps a week, maybe longer'.</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 writer uses incomplete sentences to start the piece with impact: 'Just enough time for a hot lunch and a little conversation'</li> <li>• non-standard use of conjunctions and prepositions creates impact or emphasis: 'For the West Computers', 'But that sign. . .'</li> <li>• the use of a balanced sentence emphasises the imbalance in the treatment of workers: 'not exactly excluded, but not quite included either'</li> <li>• contractions are used to show a less formal voice and to encourage the reader to engage with the writer's viewpoint: 'wasn't', 'didn't', 'There's'</li> <li>• the writer uses dashes and ellipsis to emphasise points</li> <li>• the text uses coordinated structures to create a sense of what is missing: 'The front door to the laboratory was open, but many others remained closed, like Anne Wythe Hall'</li> </ul>



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|--|---|
|  | <ul style="list-style-type: none"><li>• the text uses statements throughout, showing a factual tone which creates contrast with the emotional intensity of those experiencing racism</li><li>• the extract opens and ends with reference to the sign to emphasise the futility of the act of defiance and the cyclical nature of racism and discrimination.</li></ul> |
|--|---|

**(15 marks)**

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 and implicit information and ideas	Mark
4	<p>Accept any reasonable answer based on lines 10-15.  <b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• not allowed to be seen without a yellow star</li> <li>• have a bicycle</li> <li>• travel on trams</li> <li>• 'are forbidden to drive'</li> <li>• do their shopping unless it is between 'three and five o'clock'</li> <li>• shop anywhere that is not a "'Jewish shop'"</li> <li>• be outdoors after eight o'clock 'and cannot even sit in their own gardens after that hour'</li> <li>• go to a theatre / cinema / other place of entertainment</li> <li>• be a participant in public sport.</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 26-28.  <b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 'Westerbork sounds terrible' (1)</li> <li>• there are limited facilities for people to wash (1)</li> <li>• 'not nearly enough lavatories' (1)</li> <li>• accommodation is not separated (1)</li> <li>• 'Men, women, and children all sleep together' (1)</li> </ul>	(1)

Question Number	Indicative content
6	<p>Reward responses that evaluate how successfully the writer shows the treatment of Jewish people.</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 indicates that the writer is conscious of being Jewish and there is an effective, subtle suggestion that this is why they had to move: ‘as we are Jewish, we emigrated to Holland in 1933’; this contrasts with the much more explicit description of their treatment later in the entries</li> <li>• the opening of the extract indicates that the events described are from a personal perspective, which indicates the treatment of Jewish people is being seen first-hand</li> <li>• the treatment of Jewish people is emphasised through the listing of what they cannot do, alongside what they are allowed to do under controls: ‘Jews must wear a yellow star’, ‘Jews are only allowed to do their shopping between three and five o’clock and then only in shops which bear the notice “Jewish shop”’</li> <li>• the writer emphasises negativity in the extract which effectively layers the levels of experience: ‘banned from’, ‘forbidden’, ‘only allowed’, ‘cannot even’, ‘prohibited’, ‘restrictions’, ‘strictly limited’</li> <li>• the extract focusses on personal experience by writing in the first person. This successfully means the focal point of the extract is the experience of an individual and her family and friends, creating a sense of a group of people with whom the reader can identify or empathise</li> <li>• the reader would feel concern about the treatment of Jewish people as the diary entries progress from factual accounts of what they can and cannot do to more personal, abusive treatment: ‘These people are treated by the Gestapo without a shred of decency’</li> <li>• the extract contrasts personal experience of living as a Jewish person with third-hand information about treatment in the camp: ‘Westerbork sounds terrible’. She gives her factual accounts of what happens to Jewish people in their community, then shares speculation about what happens in the camp, creating contrast in the experiences</li> <li>• in the later diary entry the effect of the treatment is described in detail which successfully encourages the reader to feel empathy with the Jewish people: ‘It is impossible to escape’</li> <li>• the writer’s feelings about the treatment of Jewish people is shared through use of references to the diary persona (Kitty) as ‘you’, drawing the reader into her feelings</li> <li>• the writer’s international references encourage the reader to see the account of the treatment as real and believable: ‘In 1938 after the riots, my two uncles (my mother’s brothers) escaped to the U.S.A.’, ‘Hitler’s anti-Jewish laws’</li> <li>• the writer’s diary dates also show events are happening during World War II, showing a subtle but effective shared understanding of atrocities that happened at that time</li> <li>• some may see the young writer’s personal diary as limited because she does not explore the wider issue of the treatment of Jews in World War II; this is because the diary was never intended for a wider audience or to show the universal treatment of Jewish people.</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	
<b>7(a)</b>	<p><b>Candidates must draw on BOTH texts to access marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both groups attempt to go about their everyday lives: in Text 1 the women are having a lunch break at work and in Text 2 people are attempting to travel, engage in hobbies and interests, sit in their gardens</li> <li>• both groups are referred to using generic terms: in Text 1 the women are referred to as ‘the West Computers’ and blacks as ‘Negroes’, and in Text 2 Anne refers to ‘Jews’</li> <li>• both groups experience laws or regulations: in Text 1 the women have to sit in an area ‘by mandate’ and in Text 2 the people experience ‘Anti-Jewish decrees’</li> <li>• both groups are limited in where they can go: the women in Text 1 have to use specific designated areas, and in Text 2 the Jewish people can only use particular shops and are not allowed to go to ‘Swimming baths, tennis courts, hockey fields, and other sports grounds’</li> <li>• both groups experience negativity relating to their treatment: Text 1 refers to the group’s feelings that their treatment is ‘especially ridiculous and somehow more offensive’, while Text 2 describes their life ‘filled with anxiety’ and being ‘treated by the Gestapo without a shred of decency’</li> <li>• both groups experience the impact of actions of governments to create or destroy equality: Text 1 comments on ‘Executive Order 8802’ and Text 2 references ‘Hitler’s anti-Jewish laws’</li> <li>• both groups have to travel in certain ways: in Text 1 Dorothy has to walk ‘several blocks each morning’ while white women have a special bus service, and in Text 2 Jewish people ‘must hand in their bicycles...banned from trams and are forbidden to drive’, and are later ‘loaded into cattle trucks’</li> <li>• both groups have an individual who gives their views on their treatment: in Text 1 Miriam Mann ‘finally decided it was too much to take’ and removes the sign, and in Text 2 Anne writes in her diary of ‘dismal and depressing news’ and people being treated ‘without a shred of decency’.</li> </ul> <p style="text-align: right;"><b>(6 marks)</b></p>	
Level	Mark	AO1: Select and synthesise evidence from different texts
	0	No rewardable material.
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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
<b>7(b)</b>	<p>Reward responses that compare how each writer presents ideas and perspectives about discrimination.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the texts have a different audience: as a biography Text 1 is intended to be for a wide and diverse audience, whereas Text 2, as a personal diary, is not intended to be read by anyone</li> <li>• although Text 1 is a third-person account of the experiences of the women it has qualities of a personal experience, whereas Text 2 is a first-person account of the experiences of Jewish people</li> <li>• both texts are about particular groups and their experiences of discrimination, but in different contexts</li> <li>• both texts use language to show distress in the experiences: in Text 1 the writer refers to their treatment as 'ridiculous and somehow more offensive', while Text 2 says 'Westerbork sounds terrible' and refers to 'distant and barbarous regions'</li> <li>• both texts offer no explanation of the reasons for the discrimination, although both refer to rules and laws. For example, in Text 1 the authorities paid lip service to the 'Fair Employment Act', but were in fact discriminatory, whereas in Text 2 the laws were explicitly anti-Jewish</li> <li>• Text 1 refers to discrimination that is almost indirect and faceless ('an unseen hand'), while Text 2 refers to Hitler and the Gestapo directly</li> <li>• Text 1 shows a member of the group reacting defiantly to the discrimination by removing the sign, while Text 2 shows that Jewish people are resilient whilst being resigned to their treatment, saying 'But life went on in spite of it all'</li> <li>• Text 1 describes personal experiences of the women, while Text 2 is more detached and talks mostly about experiences happening to others</li> <li>• Text 1 uses narrative techniques to show the experiences of the women, creating impact through the use of descriptive language ('like fuel poured on a smouldering ember'), while Text 2 is much more factual and almost detached in its description: 'Jews may not visit Christians'</li> <li>• Text 1 shows that the attempt to feel empowered by removing the sign is in vain, as it is replaced every time it is removed, and Text 2 shows the Jewish people are helpless: 'It is impossible to escape'.</li> </ul> <p style="text-align: right;"><b>(14 marks)</b></p>

Level	Mark	<b>AO3: 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
<b>*8</b>	<p><b>Purpose:</b> to write a section for a guide to inform and/or advise.</p> <p><b>Audience:</b> the writing is for an audience of new students (who can be young people or adults). The focus is on communicating ideas about settling into school/college. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a section for a guide 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>• offer ideas about how to find your way around the site, for example using an internet search or a map, asking people, exploring independently or in a group, finding important places like toilets, cafeteria</li><li>• suggest ways that students can meet people, for example starting a new hobby or finding a new interest, joining a club, sitting with a group at lunchtime or in lessons</li><li>• offer comments on the feelings that new starters may experience, for example feeling nervous about not knowing people, excited about a new start, confused about where to go.</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 a letter to a local newspaper to inform and/or persuade.</p> <p><b>Audience:</b> the newspaper editor and/or readership. The focus is on communicating ideas about whether discrimination still exists in society and whether anything can be done. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a letter 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 details of different kinds of discrimination. This could refer to treatment of groups of people, for example, because of disability, race, religion, gender, sexuality or age</li> <li>• comment on how discrimination affects people, for example physical, emotional, financial, values and beliefs</li> <li>• identify what people can do to promote equality, for example treating everyone fairly, challenging discrimination, making everyone feel included and getting people involved.</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

<b>A05:</b> <ul style="list-style-type: none"> <li>• <b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b></li> <li>• <b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b></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>

**AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation**

<b>Level</b>	<b>Mark</b>	<b>The candidate:</b>
	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>