



Mark Scheme (Results)

Summer 2023

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.
- When a candidate writes more points than required by the questions, the examiner will mark in order of appearance up to the number of points required by the question.
- 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 things the bicycle riders did, up to a maximum of 4 marks.</p> <p>Quotations and own words are acceptable.</p> <p>Candidates may identify the following things:</p> <ul style="list-style-type: none">• they displayed more energy (1)• sprint (1)• move out from the bunch (1)• speed up (1)• fall behind (1)• ride for hours (1)• average sixteen miles every sixty minutes (1)• slow down (1)• carry sponges (1)• fall off (1)• carry on after falling off (1)• receive flowers (1)• sprint (for a quarter of a mile) in recognition of the gift (1) <p>Do not credit any references to the image.</p>	(4)

Question number	Answer
2	<p>A04 (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 2-10 • 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 describing the effect of the crowd on the riders: 'the greater the crowd the more energy' and the use of 'greater' and 'more' effectively suggests how big and lively the race is • the text successfully conveys that the entertainment will be non-stop 'sprinting all the time', which would show readers that there will be constant amusement • the writer successfully interests the reader by describing how the riders change their positions: 'First one and then another', 'followed immediately' and by suggesting some riders unexpectedly become competitive, 'suddenly awoke to the situation', which would show how the race will be thrilling and unpredictable • the use of 'fall hopelessly behind' would engage readers in the excitement because audiences watch events to see both winners and losers • the text successfully uses time, 'Hour after hour', which shows how long the race is and tells the reader how much there will be to see, and also how impressive the riders' endurance is. This would be entertaining to see as 19th century audiences were very interested in human endurance (as are modern audiences) • the writer successfully conveys that watching the riders' performance would be entertaining, by using the reference to 'sixteen miles every sixty minutes', which might surprise the readers and make them want to watch such an event as the speed mentioned is quite impressive for the 19th century • the text is successful as it shows how spectators can see the contrasts in the pace of the race, 'speed up', 'slow down', which would be entertaining as there is always something different to see • however, some readers may think the writer is not successful at capturing the excitement as things happen very fast, 'sprinting all the time', and so it would not be very enjoyable to watch • the text is unsuccessful in showing the readers how exciting and entertaining the race is as it says 'the garden was well filled' with smoke. This would not be pleasant for either the riders or spectators and might discourage readers from going to watch such an event • the text is unsuccessful as it describes the smoke as 'so dense' and 'the riders were hardly discernible', so there is nothing that can be seen clearly • the text does not include women or children and would seem only to be of interest to men: 'the men rode'. <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	A04 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 data-bbox="371 215 552 241">A02 (8 marks)</p> <p data-bbox="371 286 1409 349">Reward responses that explain how the writer uses language to interest and inform the reader.</p> <p data-bbox="371 394 1401 421">Use of relevant subject terminology is rewardable when it is used to support points.</p> <p data-bbox="371 465 1369 492">Responses may include the following points about the language of the text:</p> <ul data-bbox="371 504 1445 1928" style="list-style-type: none"> <li data-bbox="371 504 1390 638">• the writer uses a superlative in the opening sentence, 'largest', to indicate how popular the event was. The use of 'any sporting event' suggests that there has never been an event as great as this, which would engage the reader by suggesting the magnitude of the event <li data-bbox="371 649 1401 712">• the comparatives 'the greater the crowd' and 'the more energy', are used by the writer as they imply power and positivity, which would interest the reader <li data-bbox="371 723 1417 786">• the verb 'sprinting' is used to suggest the level of activity and the fast pace of the race, which would interest and excite readers <li data-bbox="371 797 1445 896">• the collective noun, 'the bunch', gives the impression that many of the participants are grouped closely together, which would interest the reader who would want to find out how one of the riders might win <li data-bbox="371 907 1377 1005">• the use of the adverbs 'immediately' and 'suddenly' suggests that changes are happening quickly and unexpectedly and so would engage the reader as this would maintain the (fast) pace of the text <li data-bbox="371 1016 1433 1227">• the verb 'awoke' implies that some of the cyclists are not entirely aware of their progress and the reader might be interested to see how these cyclists fared. This is emphasised by the alternatives: 'speed up or fall hopelessly behind'. The use of the adverb 'hopelessly' implies how successful cyclists must keep alert or they will have no chance of winning. This creates interest for the reader who will want to find out who finally wins <li data-bbox="371 1238 1406 1337">• the use of time, 'Hour after hour', suggests to the reader how long the race was and also the endurance of the cyclists, which would interest readers by evoking sympathy or admiration <li data-bbox="371 1348 1430 1473">• the verb 'reeling off' gives the impression that it was a relatively easy race but the use of numbers, 'sixteen miles every sixty minutes' (alliteration), suggests it might not have been so easy because to cycle sixteen miles in an hour would have seemed quite impressive (as it would even now) <li data-bbox="371 1485 1401 1583">• the use of the adverb 'invariably' tells the reader that Hale is always/usually the leader and implies this is nothing new, which might interest readers who follow the sport and want to find out how he gets on <li data-bbox="371 1594 1366 1657">• the use of the phrase 'breathing spell' implies how arduous and constant the effort is as the cyclists need to have a short respite <li data-bbox="371 1668 1377 1767">• the alliteration and description of 'the swallowing of smoke' draw the readers' attention to the difficulty the cyclists have and are surprising after the lively description in the previous paragraph <li data-bbox="371 1778 1430 1877">• this is further emphasised by the adjectives 'dense' and 'discernible', which show the difficulty the audience has seeing the race in the dark and help the readers to imagine the problem <li data-bbox="371 1888 1326 1928">• the use of 'as customary' suggests that what might seem an accident (and therefore dangerous) is actually to be expected and Glick does not seem

	<p>concerned and 'continues as though it was part of the programme', which would interest and inform readers about the safety of the race</p> <ul style="list-style-type: none"> the readers would be interested by the use of the verb 'burdened', which implies that the 'floral tributes' were not (necessarily) welcome but the use of 'recognition' would suggest good manners on the part of the cyclists. <p>Accept any other reasonable responses.</p>
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Question 3

Level	Mark	A02 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 used 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 points 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 points:</p> <ul style="list-style-type: none"> • it is very popular/it is a national game (1) • there is prejudice against it (1) • it is considered a somewhat dangerous pastime (1) • it suffers from the misdeeds of its past (1) • it is played in an increasingly scientific fashion (1) • an enormous number of players take part (1) • serious accidents are few in number (1) 	(2)

Question number	Answer	Mark
4(b)	<p>AO1 (interpret implicit information and ideas)</p> <p>Accept any reasonable reasons implied by the text, up to a maximum of 2 marks.</p> <p>Candidates may identify the following reasons:</p> <ul style="list-style-type: none"> • the good things outweigh the bad (1) • to take risks (1) • to get exercise (1) • to become braver/more courageous (1) • to overcome nerves (1) • to overcome shyness (1) • to improve your body (1) • to improve your health (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>A04 (6 marks)</p> <p>Reward responses that evaluate how successfully the writer persuades readers that rugby and soccer are beneficial sports to play.</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 as it mentions 'enthusiastic followers' who are trying to make the game safer: 'throwing off their more dangerous elements'. This would reassure readers who might have been concerned about the dangers that these are being removed and only the benefits remain • the extract successfully persuades readers by describing the way the game is played as 'becoming more scientific', which suggests that (safety) standards are improving. The use of the word 'scientific' would particularly impress 19th century readers as there was an increasing interest in scientific studies • the writer successfully persuades readers that the sports are important for developing character and patriotism, 'a very large influence on the national character', which would appeal to 19th century readers as well as present-day readers (possibly) • the writer persuades the reader by describing the sport as 'manly', which makes it attractive to many (male) readers at a time when this was considered a virtue • the writer uses 'must always have a great and increasing place', which is successful as it does not allow the reader to disagree. This is reinforced by the use of 'great and increasing', which persuades the reader that these sports are gaining positive attention from the public • the writer's use of 'hale and strong' would persuade readers of the benefits of participating in these sports as they would also want to be seen as 'hale and strong' and fit • the reference to 'the coming generation' implies to readers that the benefits of football will affect people in the future, which successfully suggests there are more benefits than the immediate pleasure • the text does not successfully persuade readers as it mentions danger twice: 'more dangerous elements', 'dangers, real and pretended' and this suggests to readers that there are risks associated with the sports • the text is not successful as it mentions in the past there has been opposition, 'ridicule', suggesting that historically football has been the subject of mockery and that this opposition is still in evidence: 'those who are more or less opposed to it'. This suggests that there are some concerns and so the game may not benefit the participants • the text is unsuccessful as it does not show that football is accessible to everyone as it only mentions 'the hale and strong' and also makes no mention of women • the writer is biased: 'I am "an enthusiast" '. <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	A04 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>A04 (12 marks)</p> <p>Reward responses that evaluate how successfully the text shows that rugby and soccer are safe games to play.</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 text successfully reassures the readers because it says that the dangerous elements of these activities are in the past, 'suffering from the misdeeds of its past', which would reassure readers that the present-day game is not dangerous • the text is successful as it shows how the games are improving, 'in an increasingly scientific fashion', and the reference to 'scientific' would imply discipline and order, which suggests that the games are safer • the text is successful in showing that the games are safe by mentioning how few people are injured proportionally: 'the proportion of serious accidents to the enormous number of players taking part in it is very small'. The use of the contrasting 'enormous' and 'small' emphasises the (relative) safety of the games • the text gives an example of newspaper misrepresentation, 'so-called fatal accidents', and describes them as 'sensationally reported', which successfully shows that the dangerous aspects are exaggerated • the text successfully persuades readers that football is no more dangerous than other sports, which were popular in the 19th century, by identifying risks associated with other 'dangerous' sports, 'hunting, skating, shooting, and even cricket', and by suggesting that the risks attract participants: 'incentive to the sport' • the writer describes injuries as a 'necessary evil', which suggests that they might be minor or worth it to participants and that the benefits, 'improving to a wonderful extent the pluck, nerve and physique of many a naturally timid boy', outweigh the dangers • the text successfully portrays the sports as safe as they (now) have rules, 'two great governing classes', which implies a degree of control and regulation • this is supported by 'throwing off their more dangerous elements' and 'becoming more scientific', which would, in particular, appeal to contemporary readers as science was considered to be important and beneficial. This would reassure the reader that the two branches of the sport are becoming safer • the text is unsuccessful in showing how safe the sports are because in the opening paragraph it describes it as 'a somewhat dangerous pastime' and also mentions 'serious accidents', which could present an initial negative perspective • the list of possible injuries may frighten potential players (especially when medical treatments were not very advanced), 'injury to limbs, in the way of sprains, strains, or even an occasional breakage', and does not show the game to be safe especially with the mention of 'occasional breakage' • the text is unsuccessful as the game was banned historically, 'forbidden', which might suggest it was dangerous • the writer mentions 'dangers, real and pretended', which might simultaneously suggest that some injuries are fake but others are not, which does not effectively persuade readers that the game is safe • the final sentence shows a personal point of view, 'I am "an enthusiast"', which implies bias on the part of the writer. <p>Accept any other reasonable responses.</p>

Question 6

Level	Mark	A04 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>A05 (24 marks), A06 (16 marks)</p> <p>Purpose: to write an article or 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 taking up a new sporting activity. 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 reasons for taking up a new sport, such as a lack of fitness, boredom, curiosity, needing a new challenge• make suggestions about which sports to try, such as individual sports, team sports, competitive sports and extreme sports• give practical advice about what the different sports entail and how to get involved• discuss the benefits of taking up a new sport, such as fitness, confidence, friendship• be written from the perspective of a teenager or an adult. <p>Accept any other reasonable points.</p>

Question number	Indicative content
8	<p data-bbox="355 342 767 371">A05 (24 marks), A06 (16 marks)</p> <p data-bbox="355 416 1406 479">Purpose: to write a formal email to the planning department of your local council, to inform and/or persuade.</p> <p data-bbox="355 524 1339 624">Audience: the planning department of your local council. The focus is on communicating ideas about whether it is a good idea to build houses on a local recreation and sports site. This may involve a variety of approaches.</p> <p data-bbox="355 669 1433 808">Form: the response should be set out as a formal email. The email should be opened and closed clearly, with an appropriate salutation and ending. Paragraphs should be organised appropriately. The response should have appropriate tone and language for an email to local councillors.</p> <p data-bbox="355 853 576 882">Responses may:</p> <ul data-bbox="355 887 1426 1223" style="list-style-type: none"> <li data-bbox="355 887 906 916">• introduce the topic and why it is an issue <li data-bbox="355 920 1426 1048">• present clear views about the recreation and sports site, such as there are not many local open spaces, the site is used regularly by local people and sports clubs, all ages can use it, it is a community asset, the area does not need more housing, the site could be used for other amenities <li data-bbox="355 1052 1426 1153">• present clear views about a housing development, such as there is a local need for more homes, the site is not well-maintained, the site is not used much, there are other sports facilities like a sports centre and gyms <li data-bbox="355 1158 1038 1187">• offer recommendations about what should be done <li data-bbox="355 1191 1114 1220">• be written from the perspective of a teenager or an adult. <p data-bbox="355 1265 799 1294">Accept any other reasonable points.</p>

Level	Mark	A05 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	A06 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.