



Mark Scheme (Results)

November 2022

Pearson Edexcel GCSE
In English Language 2.0 (1EN2)
Paper 2: Contemporary 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 candidates 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 candidates 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 2 – mark scheme

Qu. No	Question focus	Question Total	Assessment objectives					
			AO1	AO2	AO3	AO4	AO5	AO6
1	Identify information/ideas	1	1					
2	Analysis of language	6		6				
3	interpret information/ideas	1	1					
4	Analysis of language and structure	10		10				
5	Synthesise information from two texts	6	6					
6	Comparison of two texts presentation of ideas and perspectives	16			16			
7–8*	Imaginative writing task	40					24	16
Total for Paper 2		80	8	16	16	0	24	16

**optional choice*

Paper 2 – Mark Scheme

Section A: Reading

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

All answers should be gained from reading, understanding and analysis of the unseen extracts, therefore do not credit any references that are based on other representations of the texts in other media, such as film or television adaptations.

Paper 2 may include texts in the first or third person. Candidates will engage with texts where the writer is the narrative voice and those where the writer is not.

Candidates are not expected to analyse the writer's ideas distinctly from the perspectives of the narrator and/or other characters, but only to consider, for example, how the character (including where this character is an 'I') is presented and to consider ideas as they are presented in the text.

Question number	Answer	Mark
1	<p>AO1 (identify explicit information and ideas)</p> <p>Accept any one way the young boxer sounds as if he is training hard from lines 1 – 5.</p> <p>Candidates may identify the following examples:</p> <ul style="list-style-type: none">• furiously (1)• sweating (1)• (final) swing (1)• disarray of barbells (1).	(1)

Question number	Indicative content
2	<p data-bbox="368 248 564 277">AO2 (6 marks)</p> <p data-bbox="368 338 1318 405">Reward responses that explain how the writer uses language to present the boxers' experiences.</p> <p data-bbox="368 465 1326 533">Use of relevant subject terminology is rewardable when it is used to support points.</p> <p data-bbox="368 600 1310 667">Responses may include the following points about the language of the text:</p> <ul data-bbox="368 678 1366 1417" style="list-style-type: none"> <li data-bbox="368 678 1283 745">• a prepositional phrase is used to suggest a sense of apprehension or growing concern as the boxers put their gloves on 'in silence' <li data-bbox="368 745 1326 846">• the use of both assonance and adverbs help emphasise the cautious, untrusting attitude of the younger boxer towards his opponent when he 'sprang warily away' <li data-bbox="368 846 1350 947">• emotive language is utilised to show the older boxer's feelings of changing fortunes. Initially 'Tully pursued him', suggesting a confidence and dominance, before beginning to feel 'only desperation' <li data-bbox="368 947 1310 1048">• dramatic verbs are used to illustrate the damaging experience Tully is having as he receives 'smashes on his nose, jolts against his mouth and eyes' <li data-bbox="368 1048 1326 1149">• the writer uses onomatopoeia ('smashing', 'hissing') to create a powerful sense of the noise related to the physical activity, developing a feeling of exertion <li data-bbox="368 1149 1358 1249">• the contrasting physical movements of the two boxers are highlighted with descriptive verbs showing the young boxer 'bounding unbelievably' while Tully is seen 'flinching and covering' <li data-bbox="368 1249 1350 1350">• Tully's continuing loss of control is emphasised with the simile 'swinging like a street fighter', helping the reader visualise the older boxer's desperation <li data-bbox="368 1350 1326 1417">• Tully's loss at the end of the training session is illustrated with a metaphorical verb in the phrase 'hissing with pain', helping to emphasise the boxer's agony and torment. <p data-bbox="368 1462 823 1496">Accept any other reasonable points.</p>

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language and structure 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. • 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. • 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"> • Analysis of the text and how language is used. • The selection of references is discriminatory and clarifies the points being made. • Precise use of a range of relevant subject terminology to support analysis.

Question number	Answer	Mark
3	<p>AO1 (interpret implicit information and ideas)</p> <p>Accept any reasonable example from the extract which implies that the fight preparations are special.</p> <p>Candidates may identify one of the following examples which implies that the fight preparations are special:</p> <ul style="list-style-type: none"> • 'ornate headdresses' (1) • the women are wearing 'eye-catching vests and shorts' (1) • the fighters are showing respect by circling the ring / bowing to each corner (1) • a group of musicians is playing music (1) • one of the fighters is performing a 'war dance' (1). <p>Accept any other reasonable points implied by the text. Do not accept quotations alone that are not answering the question specifically.</p>	(1)

Question number	Indicative content
4	<p>AO2 (10 marks)</p> <p>Reward responses that analyse how the text uses language and structure to interest and engage 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"> • a descriptive, emotive phrase is used to describe one of the fighters performing an ‘elaborate war dance’, helping to develop a feeling of a ceremonial event with an underlying sense of violence and threat • informal nouns, for example, ‘dude’, are used throughout the extract when referring to other fighters, suggesting a relaxed, friendly atmosphere amongst the writer and other participants • the violence of the sport is highlighted by the use of the noun ‘barrage’ and the phrases ‘powers in’ and ‘fires back’, helping the reader to picture the aggressive, action-packed nature of the competition • the feeling that the initial contest is dramatic and somewhat overpowering for the writer is underscored with the emotive language that describes ‘music screeching at fever pitch’ • descriptive language and sibilance help to emphasise the hard, gruelling training that is taking place, with ‘sweat spraying the canvas’ • the writer demonstrates a positive, excited tone when discussing the sport of Muay Thai with adjectives such as ‘exhilarating’ and adverbs such as ‘awesomely’, suggesting a feeling of wonder and amazement at the physicality of the sport • a metaphor is used by the writer to indicate how the writer feels about her chances in a fight. ‘I’d be toast’ emphasises that the writer is in no doubt that she would fare badly in any such situation. <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> • the extract opens with a long, complex, multicausal sentence, helping the reader to develop a sense of the overpowering experience and engagement of the senses in this south Asian stadium • the use of a single-sentence paragraph highlights the moment when the fight finally begins, helping to emphasise the dramatic start after the ceremonial pre-fight preparations • the use of dialogue when watching the initial fight suggests the writer is invested in the spectacle and has a favourite as she shouts ‘Go Rhona!’ • the writer creates contrast as we see the Scottish fighter Rhona defeated in her fight at the start of the extract, before she is described as ‘visualising herself triumphant’ in her next fight at the conclusion of the extract • the short sentence ‘Not me’ is used by the writer to emphasise the difference between herself and other tourists in Thailand, suggesting she clearly wants to separate herself from the typical tourist experience • long, complex sentences are used throughout the text, helping to build a sense of hard, tiring and time-consuming physical effort being undertaken by the participants in the martial art • the writer uses lists such as ‘attack, block, clinch and duck’ to emphasise the sheer volume of techniques being used by the fighters in their training • the text is structured to create two distinct tones. The first paragraph employs ‘in media res’ to create a dramatic sense of being at an event, engaging the reader and creating a feeling of excitement. In comparison, the fourth paragraph offers more factual information about the sport, presenting a more journalistic tone. <p>Accept any other reasonable points.</p>

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> Limited comment on the text and on the language and/or structure used to interest and engage readers. The use of references is limited. Limited evidence of relevant subject terminology used to support comments.
Level 2	3-4	<ul style="list-style-type: none"> General comment on the text and on the language and/or structure used to interest and engage readers. The selection of references is valid, but not developed. Some use of relevant subject terminology used to support explanation. <p>NB: candidates who only consider language or structure cannot achieve a mark beyond the top of Level 2</p>
Level 3	5-6	<ul style="list-style-type: none"> Explanation of the text and how language and structure is used to interest and engage 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 4	7-8	<ul style="list-style-type: none"> Exploration of the text and how language and structure is used to interest and engage 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 5	9-10	<ul style="list-style-type: none"> Analysis of how language and structure is used to interest and engage readers. The selection of references is discriminatory and clarifies the points being made. Precise use of a range of relevant subject terminology to support analysis.

Question number	Answer
5	<p>AO1 (6 marks)</p> <p>Candidates must draw on BOTH texts to access marks.</p> <p>Candidates must give three separate ways the physical activities are similar supported by evidence from both texts to access Level 3.</p> <p>Summaries may include the following similarities:</p> <ul style="list-style-type: none"> • both texts are about combat sports. Text 1 is about boxing, indicated by the mention of 'gloves' and the 'ring'. Text 2 is about Muay Thai, or kickboxing, as highlighted by the writer, stating: 'I have come to practise the ancient combat sport of Muay Thai' • both texts describe sports that require individuals to compete against each other. In Text 1, Tully spoke to the young fighter and 'invited him to box'. In Text 2 we are told that a number of strikes from Rhona 'land on her opponent', indicating a one-on-one competition • in both texts, people are getting injured while taking part in their sports. In Text 1, Tully ends up 'hopping round the ring in pain'. In Text 2, one of the participants is described as 'sporting a shiny black eye' • both texts describe participants training hard. Text 1 shows a young boxer 'bounding unbelievably' round the ring, while Text 2 details 'sweat spraying the canvas' as the participants continue to train hard • people are using training areas to practise their sports. In Text 1, Tully is in a room 'amid a disarray of barbells on the cracked floor'. In Text 2, we are introduced to the 'British-owned gym located half an hour from Patong' • both texts appeal to the senses. In Text 1, the writer indicates the 'ventilator laboured in vain' against the smell of musty clothes. In Text 2, the stadium is described as 'smelling of peppermint liniment'. <p>Accept any other reasonable points.</p>

Level	Mark	AO1 descriptor Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Insufficient (less than three) or sufficient (three) but repetitive selection of similarities. • Limited synthesis of evidence from different texts. • Limited use of textual evidence to support synthesis.
Level 2	3-4	<ul style="list-style-type: none"> • Sufficient (three) and mostly distinct selection of similarities. • Clear synthesis of evidence from different texts. • Valid selection of textual evidence to support synthesis, but not fully developed and there may be an imbalance.
Level 3	5-6	<ul style="list-style-type: none"> • Sufficient (three) and fully distinct selection of similarities. • Precise synthesis of evidence from different texts. • Appropriate and relevant textual selection of evidence to support synthesis.

Additional guidance

The descriptors in bullet point one refer to the number of similarities selected by candidates (in/sufficient) and the extent to which these are distinct (repetitive, mostly distinct, fully distinct).

The descriptors in bullet two refer to the relative quality of the synthesis undertaken by the candidate (limited, clear, precise).

Question number	Indicative content
6	<p>AO3 (16 marks)</p> <p>Candidates must draw on BOTH texts to access marks.</p> <p>Reward responses that compare how each writer presents ideas and perspectives about taking part in dangerous sports.</p> <p>Candidates may have compared the following:</p> <ul style="list-style-type: none"> • the types of dangerous sport being described • how the sports might be considered dangerous • how the thoughts and feelings of the participants are presented • where the sports are taking place. <p>Responses may include the following similarities between the ideas and perspectives of the writers and how they are conveyed:</p> <ul style="list-style-type: none"> • both texts show people training hard to improve their skills. In Text 1, the young boxer is described as ‘sweating’ while he practises. In Text 2, we have a similar description of ‘sweat spraying the canvas’ as the fighters undergo their training • in both texts the writers emphasise the dangerous physical nature of the sports; the participants are injured while taking part in their sports. In Text 1, Tully ends up ‘hissing in pain’ owing to an injury during the sparring match. Various people in Text 2 are injured, including one fighter who ‘pauses to bend his busted nose into place’ • both texts describe people training and practising. In Text 1, Tully indicates that the boxing match is not too serious when he states: ‘We’ll just fool around easy’. In Text 2, the writer states that ‘sponsored fighters train separately’ from other participants at the gym • both texts indicate age can be a factor in the level of risk involved in these sports. In Text 1, the older fighter ‘rose in alarm at a loud pop in his knee’. In Text 2 the writer emphasises the age of the fighters, for example ‘two young women,’ alongside the implied youthful complacency towards physical injury • both texts describe the location/setting of the sporting events. In Text 1, the gym is described as having a ‘disarray of barbells on the cracked floor’. In Text 2, the stadium for the first fight is described as ‘smelling of peppermint liniment’ while a group of musicians play ‘music screeching at fever pitch’. <p>Responses may include the following differences of the ideas and perspectives of the writers and how they are conveyed:</p> <ul style="list-style-type: none"> • the texts describe different types of combat sport. Text 1 is focused on boxing, with mention of the fighters entering ‘the ring’ while pulling on gloves. Text 2 is looking at the sport of Muay Thai, or kickboxing, indicated by the writer’s detailed explanation of the history of this ancient sport • the setting of both texts differ. Text 2 presents a more exotic, alien environment including references to ‘farang’ (foreigners). Text 1 offers a more recognisable environment of a gymnasium setting that will likely be more familiar to the reader • the tone of the two texts differs. Text 1 seems more downbeat and subdued, with mentions of the young boxer moving ‘gloomily’ and having a ‘morose’ face. Text 2 has a more vibrant, upbeat tone, indicated by the ‘keening rhythm’ of the musicians and the ‘elaborate war dance’ performed by one of the fighters • the two texts are written from different perspectives. Text 1 uses the third person to develop a sense of the reader observing the two contestants during their sparring match. In contrast, Text 2 utilises the first person to bring a sense of urgency and immediacy to the description of both the fights and the training sessions • both texts end with differing moods. At the conclusion of Text 1, the reader senses that Tully has ended up feeling down and defeated as he is described as ‘bent over, kneading a pulled calf muscle, his face contorted’. However, Text 2 feels more positive and uplifting at the end, as the previously defeated Rhona is ‘visualising herself triumphant’ in her next fight. <p>Accept any other reasonable points.</p>

Level	Mark	AO3 descriptor Compare the writers' ideas and perspectives, as well as how these are conveyed, across two more texts
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Comparison between the texts is limited. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references from texts is limited.
Level 2	4-6	<ul style="list-style-type: none"> • The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references across both texts is valid, but not developed.
Level 3	7-10	<ul style="list-style-type: none"> • The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives including theme, language and/or structure. • The selection of references across both texts is appropriate and relevant to the points being made.
Level 4	11-13	<ul style="list-style-type: none"> • The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made.
Level 5	14-16	<ul style="list-style-type: none"> • The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts, they are discriminating, and clarify the points being made.

Section B: Writing

Question number	Indicative content
7	<p data-bbox="368 349 794 383">AO5 (24 marks), AO6 (16 marks)</p> <p data-bbox="368 443 1366 544">Purpose: to write a real or imagined piece using the opening line provided. This may involve a range of approaches, including: description, narrative, monologue and other literary techniques.</p> <p data-bbox="368 602 1315 669">Audience: the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p data-bbox="368 728 1350 902">Form: the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with the introduction provided, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach.</p> <p data-bbox="368 969 587 1003">Responses may:</p> <ul data-bbox="368 1014 1326 1189" style="list-style-type: none"><li data-bbox="368 1014 1139 1048">• write about taking part in a competition or sporting event<li data-bbox="368 1050 967 1084">• write about helping or supporting someone<li data-bbox="368 1086 1326 1153">• make reference to the ideas mentioned in the unseen texts, for example taking part in combat sports<li data-bbox="368 1155 951 1189">• talk about giving their all to achieve a task. <p data-bbox="368 1238 823 1272">Accept any other reasonable points.</p>

Question number	Indicative content
8	<p>AO5 (24 marks), AO6 (16 marks)</p> <p>Purpose: to write a real or imagined piece about either the writer, or someone else, preparing for an event. This may involve a range of approaches, including: description, narrative, monologue and other literary techniques.</p> <p>Audience: the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p>Form: the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with an introduction provided, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • write about the preparations for an exam or test • write about how they prepared for an exciting, difficult or challenging situation • write about preparations for a special occasion • describe their emotions during the preparations • talk about what they learnt from the experience. <p>NB: candidates do not have to use the images provided and candidates should not be penalised for not using these or ideas from them.</p> <p>Do not credit simple descriptions of the given images that do not address the requirements of the question.</p> <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.