



Mark Scheme (Results)

Summer 2025

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 first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- 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.

Component	Assessment Objectives (marks)						Total
	AO1	AO2	AO3	AO4	AO5	AO6	
Component 1: Non-Fiction Texts							
Question 1	4						4
Question 2				6			6
Question 3		8					8
Question 4(a)	2						2
Question 4(b)	2						2
Question 5				6			6
Question 6				12			12
Question 7 or 8					24	16	40

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	AO1 (identify explicit information and ideas) Accept any reasonable points, up to a maximum of 4 marks. Quotations and own words are acceptable. Candidates may identify the following points: • young people think it will be time enough to attend to manners (when they grow up) (1) • (good or bad) manners will show in our homes (1) • boys and girls would be ashamed to speak/act in other people's houses as they do in their own (1) • they can be respectable/polite away from home (1) • they are disrespectful (to parents/siblings) (1) • they are unkind (to parents/siblings) (1) • they are rude (to parents/siblings) (1) • if they are rude to a friend's mother/sisters they would not be asked to visit again (1) • (it is a shame) to behave better away from home than at home (1) • bad manners at home will be known to neighbours/friends (1) Do not credit any references to the image.	(4)

Question number	Answer
2	AO4 (6 marks) Reward responses that evaluate how successfully the writer shows how badly behaved boys and girls can be at home. Do not credit any reference to the writer's techniques that does not make a judgement on the success of the text. Do not credit any reason/evidence that is NOT from the given lines. Do not accept any references to the image. Candidates must give three reasons supported by evidence to access Level 3. <i>Many a boy and many a girl would be ashamed to speak and act in other people's houses as they do in their own. They can be respectable and polite when away from home while to their own parents and to their brothers and sisters they are disrespectful, unkind and rude. If a girl should speak to her friend's mother as she does to her own mother, or if a boy should be as surly and unkind to his friend's sisters as he is to his own sisters, we do not think they would be asked to visit that friend's house more than once. It is a shame for anybody to behave better away from home than at home. Let the boys and girls know that bad manners at home will soon be known to the neighbours and friends.</i> Responses may include: - the opening sentence suggests that this is a common problem: 'Many a boy and many a girl'. This would successfully engage the reader to find out the extent of the problem as it implies that a large number of young people are badly behaved - the behaviour is presented as unacceptable by describing the children's feelings: 'would be ashamed to speak and act'. This reinforces that the children do know how to behave but choose not to. This successfully shows how badly behaved they can be - by describing their behaviour at home as 'disrespectful, unkind and rude', the writer effectively shows the lack of respect young people have at home. It might shock the reader that young people can be so unpleasant to their families and successfully shows that children are behaving badly - this is emphasised by examples of possible interactions which would be unacceptable: 'If a girl should speak to her friend's mother as she does to her own mother'. This successfully shows that, although youngsters know how to behave, they show little respect at home - the description of a boy's behaviour towards other family members, 'if a boy should be as surly and unkind to his friend's sisters as he is to his own sisters', effectively shows how unpleasant young people can be - the writer successfully uses examples of bad behaviour towards women: 'her own mother', 'sisters'. This would be quite powerful as in the 19th century women were supposed to be treated with respect and good manners. It might shock some 19th century readers to discover that young people are being so disrespectful within their own homes - by giving his opinion, the writer clearly shows his disapproval of such behaviour: 'we do not think they would be asked to visit that friend's house more than once.' The reader would probably agree with this, which clearly shows how the writer has successfully described unacceptable behaviour within the home

	• this is reinforced by: 'It is a shame for anybody to behave better away from home than at home.' This effectively presents how appalled the writer is and the reader would agree, especially as good manners and behaviour were considered paramount in the 19th century • the writer is not entirely successful in showing the bad behaviour as he uses conditionals, 'If a girl', 'if a boy', and modals 'would be', 'should be' to suggest that young people may be badly behaved. However, the reader may not be convinced as this might appear to be speculation and they may think the writer has no proof • the tone is slightly harsh and critical by using expressions such as 'would be ashamed', 'It is a shame' and there is an implied threat in the final sentence. This might make readers think that the writer has a distorted view and this might undermine his ideas about bad behaviour • the only time the writer suggests that children behave well implies a possibility: 'They can be respectable and polite when away from home'. This again suggests a degree of prejudice on the writer's part and may make the reader think that the text is not successful. Accept any other reasonable responses. 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.
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Question 2

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	• No rewardable material.
Level 1	1–2	• 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	• 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	• 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	AO2 (8 marks) Reward responses that explain how the writer uses language to interest and inform the reader. Use of relevant subject terminology is rewardable when it is used to support points. Responses may include the following points about the language of the text: - the verb 'wish' interests the reader by showing that the writer feels that it is important to discuss the behaviour of the boys and girls - the repetition and alliteration of 'mistake' reveals the strong opinions of the writer, further emphasised by the use of the noun 'mischief' to describe the consequences of their poor conduct - the use of the inclusive pronoun, 'our', followed by the adjective, 'own', interests the reader as it suggests that everyone, including the reader, could be affected by the bad manners - the repetition of the adjective 'many' shows the reader the extent of the problem. This would interest the reader as it suggests that this is an issue which affects a significant number of children - the adjective 'ashamed', which suggests regret/remorse and embarrassment, shows the reader how the writer thinks children should feel about their behaviour at home - the use of the modal verb 'They can' shows that young people possibly know how to behave. This interests the reader as it suggests that young people do know how to behave but choose not to behave well at home - the positive adjectives, 'respectable and polite', present to the reader the qualities that the writer thinks make up good manners. This would interest the reader as they were (and are still) considered desirable qualities - the tricolon of negative adjectives, 'disrespectful, unkind and rude', shows how unacceptable this behaviour is. The adjectives 'disrespectful' and 'rude' show how impolite and ill-mannered the young people are. The adjective 'unkind' suggests how cruel and thoughtless they are. The readers might be interested as this might support their views of young people's behaviour - the modal verb 'should' is used to suggest possible situations where young people are rude. This might shock the readers as they might imagine how they might feel should it happen to them - the negative adjectives used to describe the boy's behaviour, 'surly and unkind', suggest to readers how nasty and rude the boy might be. This interests the readers as it reminds them that the boy behaves like this at home. The reader will be upset to think that the boy's family have to endure this behaviour - the noun 'shame' shows that the writer thinks the behaviour is disgraceful and disappointing. The reader would agree, especially after the descriptions of bad behaviour. Accept any other reasonable responses.

Question 3

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	• 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	• 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	• 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	• 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)	AO1 (identify explicit information and ideas) Accept any reasonable reasons from the given lines only, up to a maximum of 2 marks. <i>The very first step to be taken is to find healthy amusements for our town youngsters. For the most part, they are denied outdoor games by the overcrowding of the courts and alleys and by the continuous traffic of the streets. As they cannot play, they wander about, eating ices and germs, gambling on the flag-stones, and learning wickedness and the basic elements of skilful crime. Home, to these young people, represents the stifling air of jerry-built dwellings². They have no books. The records of the adventures of the great travellers, the fascinating stories of history, and interesting descriptions of foreign customs, are all unknown to them. Thus they remain as ignorant of the beautiful things of the world as they are well informed of its horrors and vices.</i> Quotations and own words are acceptable. Candidates may identify the following reasons: • no healthy amusements/denied outdoor games (1) • overcrowding (1) • continuous traffic (1) • cannot play (1) • wander about/walk about (1) • eat germs (1) • gamble on flag-stones (1) • learn wickedness/basic elements of crime (1) • (live in stifling air of) jerry-built dwellings (1) • have no books/do not have awareness of the broader experiences of others (1) • ignorant of the beautiful things (1) • well-informed of horror/vices (1)	(2)

Question number	Answer	Mark
4(b)	AO1 (interpret implicit information and ideas) Accept any reasonable ways implied by the text, up to a maximum of 2 marks. <i>Up and down they roam in groups, finding an extraordinary pleasure in howls and vile jokes. What are we to do with this rising generation? In the first place, we might ask them to take a lesson from our French neighbours. The Paris workman takes his family on Sundays to some pleasure resort in the woods or on the river. Does not this compare favourably with the picture presented to us in this country—slovenly⁴ women on doorsteps, yelling at dirty children; unhappy-looking men draining glasses at bar counters; rough boys chasing untidy girls and pulling the bedraggled feathers from their hats?</i> Candidates may identify the following ways: • should learn from the French (1) • should go out with family (1) • should go out/to the countryside at the weekend (1) • should not be dirty/untidy (1) • should dress respectably (1) • their parents should set a good example (1) • should not chase each other (1) • should not engage in boisterous or rowdy behaviour (1) Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.	(2)

Question number	Answer
5	AO4 (6 marks) Reward responses that evaluate how successfully the writer persuades readers that there should be more facilities for all young people in London. Do not credit any reference to the writer's techniques that does not make a judgement on the success of the extract. Candidates must give three reasons supported by evidence to access Level 3. <i>It is but fair to admit that something has been done for young Londoners by the County Council. By increasing the number of parks and by establishing playgrounds, they have offered some children opportunities for at least passable imitations of country sports. But plenty still remains to be done. Some of the London parks ought to be properly lit up after dusk, so that they may attract the people from the polluted streets. The Crystal Palace and the Zoological Gardens should be purchased for the nation and opened free on most days in the year. Polytechnics, art schools and free libraries must be multiplied amongst us, until all our boys and girls can acquire the knowledge of practical craftsmanship and pleasant hobbies.</i> Responses may include: - the writer suggests that, although there have been improvements such as 'increasing the number of parks and by establishing playgrounds', they are limited to 'some children'. This effectively shows that only a proportion of young people will benefit and would successfully persuade readers that more needs to be done for all young people in London - the reference to 'at least passable imitations of country sports' successfully shows the possible activities that could be offered and this would persuade readers that more similar activities should be offered to a wider range of young people - by using the short sentence 'But plenty still remains to be done' the writer effectively focuses on the issue and the use of 'plenty' adds emphasis, which successfully convinces the reader that the problem needs to be resolved - the suggestion 'Some of the London parks ought to be properly lit up after dusk' is successful as it identifies an issue that would concern 19th century readers because dark areas were considered dangerous and unattractive. This would persuade readers that more needs to be done for young people as they would not like to think of their children in dark and dangerous places - the writer gives a reason for lighting the parks: 'attract the people from the polluted streets'. This is effective as it creates a negative description of the current environment and would persuade readers as they would realise the lack of facilities for young people in London - by using references to 'The Crystal Palace and the Zoological Gardens', the writer is successful in showing the scope of options that could be available to occupy young Londoners. These examples are interesting and (at the time) modern and fashionable; readers might be persuaded that, if these facilities were available for young Londoners, they would visit them - the reference to 'opened free on most days in the year' is successful as it suggests there is no financial constraint so all young people can visit these attractions. This persuades readers that this would provide more opportunities for all young Londoners and they would not be limited by lack of money

	- the listing of facilities that should be offered, 'Polytechnics, art schools and free libraries must be multiplied', effectively shows how much the writer thinks must be improved. This successfully persuades readers that more needs to be done as it suggests there is a lack of these facilities available to all young Londoners - the writer successfully persuades readers that more needs to be done by offering a positive outcome for all young people if these facilities are improved: 'all our boys and girls can acquire the knowledge of practical craftsmanship and pleasant hobbies'. This is effective as these activities were seen as beneficial and character building in the 19th century - the writer is not entirely successful as he suggests: 'Some of the London parks ought to be properly lit up after dusk, so that they may attract the people from the polluted streets.' Readers may think that this is not a good idea as it would encourage young people to be out at night when they should be at home - the listing of potential facilities, 'Polytechnics, art schools and free libraries', might appear to be too highbrow and ambitious. Readers may not be persuaded of their usefulness as they could have limited appeal to youngsters who may not have a good education. The writer may seem rather patronising and this might be off-putting to readers. Accept any other reasonable responses. 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.
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Question 5

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	No rewardable material.
Level 1	1–2	- 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	- 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	- 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	AO4 (12 marks) Reward responses that evaluate how successfully the text shows that there is a problem with young people's behaviour. Do not credit any reference to the writer's techniques that does not make a judgement on the text. Responses may include: • the opening sentence immediately alerts the reader that there may be a problem: 'had better avoid a too-close contact with boys and girls'. This successfully shows that the writer thinks there may be a problem with young people and that contact with them may be disappointing • this is emphasised by 'abrupt check to his hopeful views', which further shows a negative attitude to young people's behaviour and effectively indicates to readers that there is a problem • the writer's use of the dramatic statement, 'no chance of making England a happy country if its children are growing up demoralized', reinforces to the reader how serious he thinks the issue is • the writer clearly shows the unpleasant environment that young people are living in: 'overcrowding', 'stifling air of jerry-built dwellings', and there is an implication that this affects their behaviour. The short sentence 'They have no books' successfully shows the reader that the writer considers a lack of education as the cause of the bad behaviour and this would align with the educated readers' attitudes • the description of the activities the youngsters take part in, 'they wander about, eating ices and germs, gambling on the flag-stones, and learning wickedness and the basic elements of skilful crime', is intended to shock the reader. It successfully presents young people's behaviour as aimless and criminal, showing the reader some of the problematic ways that young people are behaving • the writer presents young people as being 'as ignorant of the beautiful things of the world as they are well informed of its horrors and vices.' This clearly shows how immersed in bad behaviour he thinks young people are and successfully shows the reader that there is a problem • the writer effectively shows the extent of the issue of young people's behaviour by referring to 'London and in many other English cities', which suggests that the problem is widespread. This may worry the reader as it emphasises the extent of the bad behaviour • the description of young people's behaviour, 'seems to congregate entirely in the main thoroughfares', suggests a rather threatening scenario. This is intended to alarm readers who might find large groups of youths intimidating. This successfully shows that there is an issue with young people's behaviour • the (rhetorical) question 'Is it choice or necessity that leads the young costers and the factory girls to prefer the neighbourhood of taverns and pubs to the lanes and fields?' is effective as it makes the reader reflect on the options for young people and realise that they are quite limited. This effectively demonstrates there is a problem as there is not a lot for young people to do • the slightly threatening description of their behaviour, 'Up and down they roam in groups, finding an extraordinary pleasure in howls and vile jokes', is

Question number	Indicative content
	intended to frighten the reader and successfully identifies the unpleasant behaviour. This would persuade the reader to think there is a problem as the writer successfully shows how shocked he is by this behaviour. This would make the reader feel worried/frightened as the behaviour might be seen as intimidating • the description 'slovenly women ...' reinforces the negative aspects of the young people's lives. This effectively shows that the writer thinks that the problematic behaviour stems from a lack of parental guidance and positive role models • the text is unsuccessful because it does show some understanding of the difficult environment some young people live in, 'overcrowding'. This may make readers think that only young people from disadvantaged backgrounds behave badly • this is further shown by 'no books' and 'they remain as ignorant'. This may seem to some readers as rather patronising and singling out one section of society so this would not show that there is a problem with the behaviour of all young people • the text shows that something has been done to address the problem, 'they have offered some children opportunities', which may make the reader think that there is not a big problem anymore. However, this does not address the issue of the bad behaviour of all young people • the reader may think that the aim of the writer's suggestions: 'all our boys and girls can acquire the knowledge of practical craftsmanship and pleasant hobbies', may not seem attractive to all young people. The reader may feel that the writer has a critical attitude to certain groups of young people. Accept any other reasonable responses. 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.

Question 6

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	• No rewardable material.
Level 1	1–2	• 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	• 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	• 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	• 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	• 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	A05 (24 marks), A06 (16 marks) Purpose: to write a blog, to inform, advise and/or persuade. Audience: the writer's peer group. The focus is on communicating ideas about how to behave. Form: there should be clear organisation and structure with development of the ideas provided and a conclusion. Responses may: • identify areas where behaviour might be a problem such as: in school/college/the workplace; at home; in public places; with older people/relatives; with friends • suggest a number of rules relating to behaviour • explain why they matter • discuss how they could be implemented • be written from the perspective of a teenager or an adult. Accept any other reasonable points.

Question number	Indicative content
8	AO5 (24 marks), AO6 (16 marks) Purpose: to write an article, to inform, advise and/or persuade. Audience: the writing is for a general audience. The focus is on communicating ideas about how the local area might be improved for young people. Form: the response should be set out as an article with the use of appropriate headings and/or subheadings. The response should have appropriate tone and language for the chosen audience. Responses may: • introduce the topic • identify possible issues with young people's behaviour • offer suggestions for facilities that might entertain/engage young people • explain how beneficial these facilities might be for the local community • be written from the perspective of a teenager or an adult. Accept any other reasonable points.

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	- 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	- 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	- 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	- 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	- 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	- Limited ability to write for clarity, purpose and effect. - Uses basic vocabulary, often misspelled. - Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	5–7	- Some ability to write for clarity, purpose and effect. - 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.
Level 3	8–10	- Sound ability to write for clarity, purpose and effect. - 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.
Level 4	11–13	- Secure ability to write for clarity, purpose and effect. - Uses a wide, selective vocabulary with only occasional spelling errors. - Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	14–16	- Sophisticated ability to write for clarity, purpose and effect. - 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.