



<b>Level 5</b>	13–16	<ul style="list-style-type: none"><li>• uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li><li>• punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li></ul>
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## A06

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"><li>• provides no rewardable material</li></ul>
<b>Level 1</b>	1–3	<ul style="list-style-type: none"><li>• uses basic vocabulary, often misspelled</li><li>• uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures</li></ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"><li>• writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants</li><li>• uses punctuation with control, creating a range of sentence structures, including coordination and subordination</li></ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"><li>• uses a varied vocabulary and spells words containing irregular patterns correctly</li><li>• uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect</li></ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"><li>• uses a wide, selective vocabulary with only occasional spelling errors</li><li>• positions a range of punctuation for clarity, managing sentence structures for deliberate effect</li></ul>

**A05**

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"><li>provides no rewardable material</li></ul>
<b>Level 1</b>	1-4	<ul style="list-style-type: none"><li>offers a basic response, with audience and/or purpose not fully established</li><li>expresses information and ideas, with limited use of structural and grammatical features</li></ul>
<b>Level 2</b>	5-9	<ul style="list-style-type: none"><li>shows an awareness of audience and purpose, with straightforward use of tone, style and register</li><li>expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features</li></ul>
<b>Level 3</b>	10-14	<ul style="list-style-type: none"><li>selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register</li><li>develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear</li></ul>
<b>Level 4</b>	15-19	<ul style="list-style-type: none"><li>organises material for particular effect, with effective use of tone, style and register</li><li>manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text</li></ul>
<b>Level 5</b>	20-24	<ul style="list-style-type: none"><li>shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register</li><li>manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li></ul>