



GCSE MARKING SCHEME

SUMMER 2025

**ENGLISH LANGUAGE - COMPONENT 1
C700U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCSE ENGLISH LANGUAGE COMPONENT 1

SUMMER 2025 MARK SCHEME

Prior to on-screen marking

The first priority is for you to become thoroughly familiar with the material on which the question paper is based. Examiners are asked to go carefully through the examination paper and mark scheme prior to the actual marking process and to consider all questions on the paper. You are also required to mark about ten of each item in training mode. In this mode, you will be able to practise using the on-screen comment bank.

Further guidance on the training process is issued separately.

Online marking

WJEC will be using a method of marking examination scripts known as e marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead scripts are divided into segments by question (item), and are transmitted to examiners in this form.

In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 7/8/10 and a broadband internet connection. With an Apple Mac a Windows emulator is required.

For further details, please see the user guide available on e-marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of 'best fit'. Fine tuning of the mark within a band will also be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others. Examiners should select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

Use of Pronouns

Textual analysis: When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Narrative/Creative writing: When writing about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work.

Section A (40 marks)

0	1
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 Read lines 1–6.

List five things you learn about Mary in these lines.

[5]

(AO1 1a and b)

This question tests the ability to identify explicit and implicit information and ideas.

Award **one mark** for each point and/or inference identified by the candidate, **to a maximum of five**:

- she was Clive's first wife (his ex-wife) / divorced / has ex-husband
- she hadn't seen Clive for years
- she has aged (older/greyer) / old
- she was undeniably attractive
- she was tall
- she was wearing a light green suit
- she was wearing elegant shoes
- she dresses stylishly / tastefully / elegantly (the suit / the shoes) / wore nice things
- she dresses expensively (the silk scarf)
- she seems friendly/pleasant (a warm smile on her face)
- comfortably off / rich / wealthy / has a bit of money

No mark should be awarded for unabridged/unselective quotation of whole sentences.

0 2 Read lines 7–13.

What impressions does the writer create of Clive in these lines? [5]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

(AO2 1a, c, and d)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effects and influence the reader, using relevant subject terminology where appropriate.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who make a very limited response.

Give 2 marks to those who identify some straightforward impressions of the character. Subject terminology may be used.

Give 3 marks to those who give some impressions of the character and use a range of evidence and language choice to support their answers. These responses may identify some relevant subject terminology, where appropriate.

Give 4 marks to those who give accurate impressions of the character and use a thorough range of evidence and language choice to support their answers. These answers may use relevant subject terminology, where appropriate.

Give 5 marks to those who make accurate and perceptive comments about the character and use a well-chosen range of evidence and language choice to support their answers. Subject terminology is used effectively, where appropriate.

Details candidates may explore or comment on could be:

- he is self-obsessed (he forgot that he had left her / only sees now that he had hurt her)
- he is selfish / cruel (he had left her because she had begun to look old)
- he is oblivious to the effect of time on him
- he can't resist younger women (Collette is twenty-four)
- he is a womaniser
- he is shallow (he can barely remember Collette)
- he is arrogant
- his relationships don't last long (a string of successors)
- he needs constant change (the thrill of a new interest)
- he wants excitement / easily bored
- he likes the excitement of 'a discreet meeting'
- he is vain / likes flattery (likes the flattery of a new face turned attentively to his)
- he is immature
- he likes to be the centre of attention
- he is obsessed with appearance.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

0	3
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 Read lines 14 - 30.

How does the writer show Clive's thoughts and feelings about growing older in these lines?

You should consider:

- what the writer says about Clive in these lines
- the writer's use of language to show his thoughts and feelings

You must refer to the text to support your answer, using relevant subject terminology where appropriate. [10]

(AO2 1a, c, and d)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effects and influence the reader, using relevant subject terminology where appropriate.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some thoughts and feelings.

Give 3-4 marks to those who identify and give straightforward comments on some thoughts and feelings. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who explore their thoughts and feelings in some detail and begin to show some understanding of how aspects such as language is used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who explore their thoughts and feelings with some detail and insight and begin to analyse how language is used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who explore their thoughts and feelings thoroughly and perceptively and provide detailed analysis of how language is used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- Clive is 'terrified' of ageing
 - it had started when he was in his twenties (a long-term concern)
 - the realisation that there are people younger than him prompts 'dismay'
 - he experiences 'nausea' (it affects him physically)
 - he is full of 'self-pity' (takes it very personally).
 - his thirtieth birthday had 'smashed' into him (strong verb).
 - it was 'like in a rock in a tranquil sea' (powerful simile).
 - he looks in the mirror more often (a need for reassurance?)
 - he compares himself with his contemporaries 'to see how he was doing' (a need to comfort himself)
 - he resents Mary's rational response to ageing
 - the writer gets inside Clive's thought processes to show his panic (he has 'fits of terror')
 - he experiences 'awful seizures' and 'cold fear'
 - the 'awful' fact of being fifty nine 'rears up' at him, leaves him 'reeling' / it is 'a dark moment'
 - he has had to learn how to cope through constant activity (travel etc)
 - he surrounds himself with younger people
 - he avoids friends who look 'a touch decrepit'
 - he has married a much younger woman
 - he still tries to hold back the years / still vain / he thinks ageing has to be resisted.
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- the writer uses a lot of strong vocabulary
 - she uses Clive's actions / thoughts
 - the author is omniscient.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

0	4
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Read lines 31 – 63.

What impressions does the writer create of Mary in these lines? How does the writer create these impressions?

You must refer to the language and structure used in the text to support your answer, using relevant subject terminology where appropriate. [10]

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effects and influence the reader, using relevant subject terminology where appropriate.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some aspects of Mary's character.

Give 3-4 marks to those who identify and give straightforward comments on some features of Mary's character. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who explore Mary's character in some detail and begin to show some understanding of how aspects such as language and the organisation of events are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who explore Mary's character with some detail and insight and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about Mary's character and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- she is oblivious to Clive's presence (he expects her to be looking for him but 'she did not')
- the short sentence is blunt and emphatic / crushing
- she is impervious to his 'charm'
- she is 'patient' and 'laughing' with the aunt, showing a 'casual intimacy' (she is pleasant and friendly)
- she is independent (lives alone, has a career)
- she is polite but shows no emotion or enthusiasm when he approaches (responds in a 'flat' tone)
- she seems attractive and has good taste
- she seems unmoved by his 'look' (enquires about 'poor Susan' and her flu)
- she gives factual answers to his attempts to make conversation (a 'dispassionate' account)
- she seems 'confident' and 'high-powered'
- she has 'authority' / she is 'a woman of her time'
- when he gazes at her with 'unashamed admiration' she is 'restless'
- when he suggests that they meet, she 'hesitates' (she does not rush to accept)
- the writer presents her as the opposite of what Clive expects (she is confident, independent, successful and so on)
- the writer uses action and dialogue
- she also uses Clive's perspective
- the language choices are significant.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

0 5 To answer this question, read lines 64 – 89 and consider the passage as a whole.

‘Clive is presented as a character who it is impossible to feel sympathy for, and who gets what he deserves in this story.’

To what extent do you agree with this view? [10]

You should write about:

- **your thoughts and feelings about how Clive is presented in the story**
- **how the writer has created these thoughts and feelings**

You must refer to language in the text to support your answer.

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual reference.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who express a simple personal opinion with linked, basic textual reference.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with the text as a whole and/or how the writer has created these thoughts and feelings.

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text as a whole and how the writer has created these thoughts and feelings.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. These responses will show critical awareness and clear engagement with the text. They will also explore how the writer has created thoughts and feelings.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text as a whole. They will also explore how the writer has created thoughts and feelings with insight.

Areas for possible evaluation:

- his behaviour towards Mary had been cruel and selfish
- he moves from one relationship to another
- he is vain and self-obsessed
- his fears about age could be viewed two ways (genuine or childish and extreme)
- he gets 'a tingle of pleasure' when he thinks how she will react to seeing him
- he thinks 'what luck' when his wife is unwell and cannot attend the wedding
- has the audacity to think he can have an affair with Mary (she will melt into his arms)
- he thinks all he has to do is turn on his seductive tricks
- he is convinced that she can't resist him, that the 'groundwork' has been done
- his letter seems calculated / manipulative
- he is anxious when she is not in the restaurant
- her rejection is blunt / uncompromising
- he is reminded of what he did to her
- her letter is crushing in content/tone
- the references to his appearance are cutting
- he is humiliated
- it is harsh but deserved?

The key to this question is to sustain a coherent stance.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Section B: 40 marks

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for Section B (/40) will be given by awarding two marks:

- communication and organisation (24 marks);
- vocabulary, sentence structure, spelling, punctuation (16 marks)

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

AO5 (60% of the marks available):

- 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

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

	AO5 Communication and organisation <i>24 marks</i>	AO6 Vocabulary, sentence structure, spelling and punctuation <i>16 marks</i>
Band 5	20-24 marks - the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) - the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest) - structure and grammatical features are used ambitiously to give the writing cohesion and coherence - communication is ambitious and consistently conveys precise meaning	14-16 marks - there is appropriate and effective variation of sentence structures - virtually all sentence construction is controlled and accurate - a range of punctuation is used confidently and accurately - virtually all spelling, including that of complex irregular words, is correct - control of tense and agreement is totally secure - a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	15-19 marks - the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination) - the writing is clearly organised (narrative is purposefully shaped and developed) - structure and grammatical features are used accurately to support cohesion and coherence - communication shows some ambition and conveys precise meaning	11-13 marks - sentence structure is varied to achieve particular effects - control of sentence construction is secure - a range of punctuation is used accurately - spelling, including that of irregular words, is secure - control of tense and agreement is secure - vocabulary is ambitious and used with precision
Band 3	10-14 marks - the writing is mostly controlled and coherent (plot and characterisation show some detail and development) - the writing is organised (narrative has shape and direction) - structure and grammatical features are used with some accuracy to convey meaning - communication is clear but limited in ambition	7-10 marks - there is variety in sentence structure - control of sentence construction is mostly secure - a range of punctuation is used, mostly accurately - most spelling, including that of irregular words, is correct - control of tense and agreement is mostly secure - vocabulary is beginning to develop and is used with some precision

Band 2	5-9 marks • there is some control and coherence (some control of plot and characterisation) • there is some organisation (narrative is beginning to have some shape and development) • structure and grammatical features are used to convey meaning • communication is limited but clear	4-6 marks • some variety of sentence structure • there is some control of sentence construction • some control of a range of punctuation • the spelling is usually accurate • control of tense and agreement is generally secure • there is some range of vocabulary
Band 1	1-4 marks • there is basic control and coherence (a basic sense of plot and characterisation) • there is basic organisation (paragraphs may be used to show obvious divisions) • there is some use of structure and grammatical features to convey meaning • communication is limited but some meaning is conveyed	1-3 marks • limited range of sentence structure • control of sentence construction is limited • there is some attempt to use punctuation • some spelling is accurate • control of tense and agreement is limited • limited range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

Narrative Writing Additional task-specific guidance

Good answers **may** be characterised by some of the following features:

Communication and Organisation (AO5)

- a clear and coherent perspective (first or third person)
- content is relevant
- content is sustained and coherent and possibly imaginative
- a clear sense of direction and structure
- an evident sense of cohesion with material linked effectively
- appropriate and well-selected details give substance to the narrative
- details are observed closely and precisely
- close observation of the behaviour and emotions of characters
- convincing use of dialogue to develop plot and characterisation
- some development of reflections on what is experienced or observed by the narrator
- consistent awareness of the reader
- establishing a relationship with the reader/engaging the reader via devices such as asides, statements, questions, humour, a distinctive voice etc...

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression is clear, fluent and controlled (the best answers will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

Less successful answers **may** be characterised by some of the following features:

Communication and Organisation (AO5)

- content is thin and/or brief (lacking substance and scope)
- content is unconvincing and implausible in development
- content has little or no relevance to title (any link is forced or tenuous)
- uncertain sense of perspective (moves from first to third person or vice-versa)
- insecure sense of structure/direction and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of substance or cohesion
- physical details described in a generalised, formulaic manner with little development
- general rather than specific description of characters and a tendency to use unconvincing stereotypes
- limited or inappropriate use of dialogue
- limited development of what is observed
- very limited awareness of the reader

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- tenses are inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

COMPONENT 1

ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 1	2.5	12.5	0	5	12	8	40

Assessment Objective		Strands	Elements
AO1	<i>Identify and interpret explicit and implicit information and ideas</i>	1 – Identify and interpret explicit and implicit information and ideas	1a – Identify explicit information
			1b – Identify explicit ideas
			1c – Interpret implicit information
			1d – Interpret implicit ideas
	<i>Select and synthesise evidence from different texts</i>	2 – Select and synthesise evidence from different texts	2a – Select evidence from different texts
			2b – Synthesise evidence from different texts

Assessment Objective		Strands	Elements
AO2	<i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</i>	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views
			1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views
			1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views
			1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views

Assessment Objective		Strands	Elements
AO4	<i>Evaluate texts critically and support this with appropriate textual references</i>	N/A	<i>The AO is a single element</i>

Assessment Objective		Strands	Elements
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
	Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	2a – Organise information and ideas
			2b – Use structural and grammatical features
			2c – [Write] to support coherence and cohesion of texts

Assessment Objective		Strands	Elements
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	N/A	<i>The AO is a single element</i>