



GCSE MARKING SCHEME

SUMMER 2025

ENGLISH LANGUAGE - UNIT 2
3700U20-1

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.

GCSE ENGLISH LANGUAGE - UNIT 2

SUMMER 2025 MARK SCHEME

General Instructions

Where banded levels of response are given, 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. 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 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.

SECTION A: 40 marks

TEXT A

- A1. According to Text A, what percentage of British readers would describe themselves as 'keen readers'?** [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:

21(%)

- A2. What percentage of British readers read every day?** [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:

19(%)

- A3. Which two fictional genres does the text show that British people like equally?** [1]

This question tests the ability to interpret meaning, ideas and information and to refer to evidence within texts.

Award **one mark** for the correct answer:

Comedy and Contemporary fiction

TEXT B

- A4. The Reading Agency is a charity that has ‘a mission to empower’ people to read. What is meant by the word ‘empower’ in this text? Tick (✓) the correct box. [1]**

This question tests the ability to use verbal reasoning skills, inference and deduction skills.

- force someone to do something
- supply something with electronic energy
- make someone stronger
- persuade someone to give money

✓

- A5. Write down one organisation that The Reading Agency works with to encourage reading. [1]**

This question tests the ability to use deduction skills to retrieve information.

Award no more than **one mark** for any of the following:

- (public) libraries
- prisons
- hospitals

- A6. Explain why the charity thinks it is still not doing ‘nearly enough’ to encourage people to read. [1]**

This question tests the ability to interpret meaning, ideas and information and to refer to evidence within texts.

Award **one mark** for an answer which suggests:

They think that they have only ‘touched the lives’ of ‘two million people’ but there are ‘67 million’ in the UK so there are plenty still to reach.

Be aware that candidates may express this in different ways.

- A7. What is meant when the text says the charity wants to ‘get more people fired up about reading’? [1]**

This question tests the ability to interpret meaning and information and to refer to evidence within texts.

Award **one mark** for answers that suggest:

The charity wants to enthuse/excite/make people passionate about reading.

Be aware that candidates may express this in different ways. Reward valid alternatives.

TEXT C

A8. How does the person giving the speech earn a living? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:

He is an author / a writer / by writing / by writing things down / through his words

A9. Explain why the person giving the speech does not agree that some books are ‘bad’ for children. [3]

This question tests the ability to interpret meaning, ideas and information in more challenging writing and to refer to evidence within texts.

Award one mark for any of the following points up to a maximum of **three marks**:

- because it is ‘trendy’ / ‘fashionable’ to call some books ‘bad’ / it is ‘rubbish’ / ‘snobbery and foolishness’
- all children are ‘different’ and they can find the stories ‘they need to’
- books / ideas aren’t ‘worn out’ if it’s the first time children have encountered them
- adults can do more harm than good by forcing children to read certain books – leaving them thinking ‘reading is uncool and worse unpleasant’.

A10. Look again at Text B and Text C. Synthesise what is said about the benefits of reading. [10]

This question tests the ability to synthesise information effectively from more than one text, interpret meaning and ideas in a text and to use inference and deduction skills to retrieve and analyse details.

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 limited examples. These candidates may limit themselves to only one text.

Give 3-4 marks to those who identify and give straightforward comments on some examples. These answers will begin to show some understanding of the information from across both texts.

Give 5-6 marks to those who explain and show understanding of a number of different examples, using information from both texts.

Give 7-8 marks to those who accurately select a range of different examples from both texts. These answers will begin to collate details effectively.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from both texts. Well-considered, confident collation skills will be evident.

Details candidates may explore or comment on could be:

Text B

- it makes us 'more aware and informed'
- it helps us 'grow our imaginations'
- it makes us 'more empathetic and understanding of other people and cultures'
- it supports 'health and wellbeing'
- it 'increases our ability to learn new skills'
- it 'helps us to communicate our ideas more effectively'
- it 'opens doors'
- it 'brings joy'

Text C

- it provides work for authors
- it 'forces you to learn new words, to think new thoughts'
- it is 'pleasurable'
- it helps us 'navigate the world with words' / communicate
- it builds 'empathy'/ it makes you use 'your imagination' and look at the world 'through other eyes'
- it helps you 'feel things'
- it helps you visit unknown 'places and worlds'
- it changes you
- it helps you see how things can be different

Look for and reward valid alternatives.

TEXT D

- A11. How many visits were made to Welsh public libraries in 2018?** [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:

13.5 million (visits)

- A12. Write down two things that can be downloaded for free at a library.** [2]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for any of the following points up to a maximum of **two** marks:

(25,000) e-books
(over 250) e-zines

- A13. Which one of the following points is not made about Welsh libraries by this text?**
Tick (✓) that box: [1]

This question tests the ability to use verbal reasoning skills, inference and deduction skills.

25,000 e-books can be downloaded for free
there are more than 600,000 active borrowers
they don't cost much to join
the people who work there answered more than 1.9 million enquiries
more than 1.6 million hours of free computer time was accessed

✓

TEXT E

- A14. What is meant by the word ‘bookworm’ in the context of this text? Tick (✓) the correct box.**

[1]

This question tests the ability to use verbal reasoning skills, inference and deduction skills.

- a person who enjoys reading
- an insect found in the garden
- someone who is lazy
- someone who is isolated

✓

- A15. Write down one reason the writer gives for why ‘bookworms’ may ‘not mind’ missing out on promotion at work.**

[1]

This question tests the ability to use deduction skills to retrieve information.

Award no more than **one mark** for any of the following:

- they only need enough money for books
- working longer hours would give them ‘less time to read’

A16. What impressions does the writer give of being a ‘bookworm’ in this text?

[8]

This question tests the ability to refer to evidence within texts and use inference and deduction skills to retrieve and analyse information in more challenging writing.

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 one or two superficial details with linked basic textual reference. Candidates may struggle to engage with the question.

Give 3-4 marks to those who identify and give straightforward comments supported by straightforward textual references. These responses may rely on identifying evidence.

Give 5-6 marks to those who begin to show some understanding of how language is used to create effect and support their work with a range of appropriate examples from the text.

Give 7-8 marks to those who make accurate and perceptive comments about a wide range of details supported by convincing, well selected examples. Candidates show increased awareness of the writer’s use of language and subtleties of the writer’s technique.

Details candidates may explore or comment on could be:

- that she is fortunate to be one - ‘cold sweat of relief’ / ‘lucky breaks’
- that it brings ‘pure and simple joy’
- ‘easy life’ suggests it makes school comfortable / problem free
- gives teachers a positive idea of you that may not be true - they assume you are ‘clever’ and/or ‘hardworking’
- means that you have language skills that give you advantages
- books are the priority – ‘only need money for books’ / don’t want ‘less time to read’
- they don’t live life in the same way as other people – take it ‘too far’ / ‘you do need to have some life’
- bookworms visit places/eras ‘through books’
- bookworms look through ‘so many different eyes’ / consider ‘so many different points of view’
- books ‘connect’ them in the way that non-bookworms are connected by ‘meeting actual people’

Some language points:

- humour
- exaggeration
- repetition / emphasis
- personal tone
- use of asides

Look for and reward valid alternatives.

Editing (5 marks)

In this part of the paper you will be assessed for the quality of your understanding and editing skills.

A17. Dafydd was beginning to get ____ (1) ____ of having nothing to do, so he ____ (2) ____ for the book that had been left on the table.

(a) Circle the word below that best fits gap (1):

A) excited B) bored C) frustrated D) exhausted [1]

(b) Circle the word below that best fits gap (2):

A) leant B) read C) reached D) took [1]

A18. Tick (✓) the pair of words that best fits the meaning of the sentence below: [1]

_____ the coldness of the weather outside, the book shop was _____ and welcoming.

Although...friendly
Despite...warm
However...bright
Because...cold

✓

A19. Read the text below and show your understanding by answering the questions that follow:

1. With delight, she discovered the next instalment in her favourite book series on the display table.
2. Seren entered the book shop with excitement and anticipation.
3. She was looking forward to going home now and curling up with one of her new books.
4. It was her favourite shop in the city.
5. She purchased it immediately along with a couple of other new titles.

(a) Which sentence should come *second* in the text? Write the number of the sentence below. [1]

4

(b) Which sentence should come *fourth* in the text? Write the number of the sentence below. [1]

5

Correct order:

Seren entered the book shop with excitement and anticipation. It was her favourite shop in the city. With delight, she discovered the next instalment in her favourite book series on the display table. She purchased it immediately along with a couple of other new titles. She was looking forward to going home now and curling up with one of her new books.

SECTION B: 40 marks

B1. *In this task you will be assessed for the quality of your proofreading.*

Circle the 5 errors and write them correctly in the spaces below:

[5]

Welcome to the library. We **encorage** you to use the library to read, learn and make connections. We have **thousand's** of books for you to choose from in a variety of formats, including audio and large print. You will also find free internet **acess** and help and support if you need it when using the computers. Check out our **calandar** of events and activities – **their** is something for everyone.

1. encourage
2. thousands
3. access
4. calendar
5. there

B2. In this task you will be assessed for the quality of your writing skills.

20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about 350-500 words.

Choose one of the following for your writing:

[35]

Either (a) In Text C, the speaker said that 'reading for pleasure, is one of the most important things a person can do.'

Write an essay explaining your views on reading, giving clear reasons and examples.

(b) Describe an occasion when you did something you enjoyed.

B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (17-20 marks)	- Mature and perceptive writing - Sustained and effective writing with techniques that fully engage the reader's interest - Appropriate register is confidently adapted to purpose/audience - Ideas are convincingly developed with detail, originality and creativity - Secure and coherent structure; there is sophistication in the shape and structure of the writing	5 (13-15 marks)	- Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning - 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 - Very secure command of grammar
4 (13-16 marks)	- Clearly controlled and well-judged writing - Shows secure understanding of the reader's needs and how to hold interest with techniques used - Register is appropriately and consistently adapted to purpose/audience - Develops ideas with convincing detail and some originality and imagination - Writing is purposefully structured and clearly organised to give sequence and fluency	4 (10-12 marks)	- Use a wide range of vocabulary with precision - Secure command of grammar - Sentence structures are varied to achieve 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
3 (9-12 marks)	- Writing is mostly coherent and interesting - Clear awareness of the reader and some techniques used to meet their needs - Register is mostly appropriately adapted to purpose/audience - Ideas show development and there are some interesting effects in the writing - The writing is organised to give sequence and structure	3 (7-9 marks)	- Use a good range of vocabulary with some precision - Mostly consistent command of grammar - Sentence structures are varied - 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
2 (5-8 marks)	- Some coherent writing - Some awareness how to create effect to interest the reader - A clear attempt to adapt register to purpose/audience - Develops some ideas with an occasional interesting effect - There is some organisation, some sequencing of ideas	2 (4-6 marks)	- Use some range of vocabulary - Command of grammar is inconsistent - There is some variety of sentence structure - There is some control of sentence construction - Some control of a range of punctuation - Spelling is usually accurate - Control of tense and agreement is generally secure
1 (1-4 marks)	- Basic coherence in the writing - Limited awareness of the reader - Some attempt to adapt register to purpose/audience - Some relevant content but uneven - Basic organisation; simple sequencing of ideas	1 (1-3 marks)	- Limited range of vocabulary - Limited range of sentence structures - Control of sentence construction is limited - There is some attempt to use to use punctuation - Some spelling is accurate - Control of tense and agreement is limited - Limited command of grammar
0 marks	Nothing worthy of credit		

In expository writing, candidates are expected to present reasons or explanations based on the understanding and synthesis of ideas/information gleaned from text read and from other personal experiences.