



GCSE MARKING SCHEME

SUMMER 2025

**ENGLISH LANGUAGE - UNIT 3
3700U30-1**

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 3

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

1. **According to the text, what percentage of people would consider buying an electric vehicle?** [1]

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

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

79 (%)

2. **Which of the following best describes what a 'Government grant' is?** [1]

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

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

a) an amount of money or funding given by the Government

3. **According to the text, how many electric vehicle charging points are there in the UK?** [1]

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

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

(between) 50,000-70,000

TEXT B

4. Which of the following statements best describes what is meant by ‘battery range’? [1]

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

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

the distance an electric car can travel before its batteries need to be recharged

5. Text B shows what must be considered when choosing an electric car. Put these into the order which best shows the steps that should be taken before buying an electric car. [3]

This question tests the ability to demonstrate verbal reasoning skills in synthesising information.

Allow one mark for each of the following to a maximum of 3 marks.

- | | |
|------------------------------|---|
| a) Think about your needs | |
| b) Check affordability | 3 |
| c) Test drive | 4 |
| d) Research available models | 2 |

TEXT C

- 6. How much CO₂ can one electric car save each year? [1]**

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

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

(An average of) 1.5 million grams

7. How does the advert persuade the reader of the benefits of electric cars? [8]

This question tests the ability to use inference and deduction skills to retrieve and analyse information from written texts and reflect on the ways in which texts may be interpreted.

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 examples of persuasive content, but may struggle to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments on some different examples of persuasive content. These responses may simply identify facts and/or evidence.

Give 5-6 marks to those who clearly explain how a number of different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples will support comments effectively.

Give 7-8 marks to those who make carefully considered comments about how a range of different examples from the text persuade. Analysis of how language and techniques are used to achieve effects and influence the reader will be evident. Well-considered, accurate use of linguistic terminology will support comments effectively.

Candidates may explore or comment on:

- a sizeable number of those already driving electric cars – ‘1.1 million’ / ‘570,000 plug-in hybrid cars’
- the writer immediately mentions ‘range’ and ‘budget’ – there is something for everyone
- rhetorical question ‘isn’t it time...’ used to persuade readers it’s a credible option
- use of question as subheading ‘What are the advantages?’ to show many advantages
- lists multiple benefits throughout text to reinforce the positives they bring
- gives statistical data – ‘CO2’ and accompanying example to exemplify benefits
- subheadings make it easy to find compelling reasons
- images – charging option looks easy – makes it appealing to potential buyers
- direct appeal ‘you’ and ‘we’ tries to encourage prospective buyers
- ‘don’t emit any exhaust gases’ constant reinforcement of benefits
- ‘more responsive acceleration’ comparison to traditional cars and made to seem better
- talks about financial benefits and compares these to an electric car
- tells us that it will please others ‘neighbours’
- makes it seem like the only option for the future ‘the future is electric’
- points out facts ‘better for our planet’
- inclusive pronouns ‘our environment’ = collective responsibility
- blue box used to highlight a summarised version of the key benefits

Look for and reward valid alternatives.

TEXT D

8. In your own words, explain what the writer means when they use the word, 'alarmism'. [1]

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

to deliberately frighten or worry someone/to intentionally make people afraid/to manipulate others/to share information to spread fear

9. The writer of Text D tells us that their trip went 'boringly well'. What does this suggest about their journey? [1]

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

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

the car journey was straightforward and without incident

10. Look at the last three paragraphs. What impressions do you have of the road trip that the writer took with her son? [6]

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 give straightforward comments about some of the impressions created by the writer. These answers will begin to include some textual references.

Give 3-4 marks to those who identify and comment on some impressions created by the writer. These answers will include supporting textual references and some clear inference.

Give 5-6 marks to those who make a range of valid comments and carefully selected impressions from across the text. A range of valid inferences will be included.

Candidates may comment on the following:

- 'boringly well' the trip went to plan and there were no dramas / not difficult
- 'careful planning' the trip was well considered and prepared in advance
- 'played games, made up daft songs and laughed' enjoyed it
- 'we did see a lot of service stations' a little repetitive
- 'never needed and of the backups' nothing unexpected happened
- they made the most of the stops 'pubs where we could have lunch'
- 'the journey did take longer' - there were more stops but this wasn't an issue
- 'we weren't in a hurry' – it was relaxed and without pressure
- 'feeling rested when I arrived' a pleasant and relaxing way to travel
- trip was 'cheaper than expected' implying it was more affordable than they thought it would be
- 'fun' they really enjoyed themselves

Look for and reward valid alternatives.

TEXT E

11. When they arrived in France, how much charge was left in Andy's car? [1]

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

Award one mark for:

90% (charge)

12. Summarise the reasons why Andy and his wife ended up being delayed in France. [5]

This question tests the ability to summarise information.

Award **one** mark for each of the following areas summarised in the candidate's own words, to a **maximum of five**.

- car won't charge on fast chargers
- car has battery issues (losing charge in cold weather / not performing well)
- some chargers broken / stopped working / didn't work
- chargers did not accept / declined payment cards
- spent hours on phone to VW for assistance
- stuck / stranded in France for 3 days / picked up by rescue truck / towed / without a car
- the car needed an update

13. Compare what the writers of Text D and Text E think about their road trips using electric cars. [10]

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

Give 1-2 marks to those who identify basic similarities and differences between the two texts.

Give 3-4 marks to those who identify and give a straightforward description of the similarities and differences between the two texts and the writers' thoughts.

Give 5-6 marks to those who identify the similarities and differences between the two texts, and make some comparisons and / or contrasts about the writer's thoughts.

Give 7-8 marks to those who make detailed comparisons and contrasts about the two writers and the thoughts they have had with valid comments on the similarities and differences between the two texts and the writers' thoughts about what they have experienced.

Give 9-10 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts including a confident understanding of the writers' thoughts.

Some areas candidates may wish to explore:

Text D

- 'nothing went wrong' - low expectations of the trip but a good outcome
- 'I'm a convert' - embraces electric cars
- 'I expected an adventure' 'boringly well' – the car is reliable
- 'enjoy the drive' – likes driving an electric car
- 'the journey did take longer' – accepts that it is more time consuming
- 'found myself rested' – it is relaxing
- 'cheaper than you expected' – tells us that it is cheaper to run
- 'fun' – enjoyable
- charging is not an inconvenience – 'wait about 20 minutes'

Text E

- 'a dream road trip turned into a nightmare – but he still loves it' – mixed feelings
- 'broken chargers' - cause issues for electric car drivers / journey takes 'turn for the worse'
- 'onwards and upwards' - optimistic
- 'we arrived stressed' – recognises that it can be traumatic
- 'panic' – tells us that it causes fear / can be difficult
- 'exhausted with a sense of achievement' – mixed feelings of tiredness and elation
- 'Am I happy...yes.' – is a firm supporter of electric driving for those not in a rush

Overview

Both writers accept the negatives/flaws of electric motoring. One has a better experience than the other. Both are electric car converts.

Look for and reward valid alternatives.

SECTION B (Writing): 40 marks

*In this section you will be assessed for the quality of your **writing** skills.*

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

Answer **both** B1 and B2

- B1 **'If we are going to save the planet, everyone must help. Electric cars, greener homes and stricter pollution rules are only a few of the things that will make a difference.'**
You have been asked to give a talk to your classmates giving your views about what can be done to save the planet.

Write your talk. [20]

- B2. **Write an article in which you persuade others to take a road trip in the UK. You must make it clear where they should go, what they will see and what they can do.**

Write your article. [20]

B1 and B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 <i>(9-10 marks)</i>	• 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 <i>(9-10 marks)</i>	• 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 <i>(7-8 marks)</i>	• 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 <i>(7-8 marks)</i>	• Use wide range of vocabulary with precision • Secure command of grammar • Sentence structure is 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 <i>(5-6 marks)</i>	• 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 <i>(5-6 marks)</i>	• 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 <i>(3-4 marks)</i>	• 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 <i>(3-4 marks)</i>	• 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 <i>(1-2 marks)</i>	• 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 <i>(1-2 marks)</i>	• Limited range of vocabulary • Limited range of sentence structures • 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 command of grammar
0 marks	Nothing worthy of credit		