



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**A LEVEL
ENGLISH LANGUAGE - COMPONENT 3
A700U30-1**

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 GCE A LEVEL ENGLISH LANGUAGE
COMPONENT 3: CREATIVE AND CRITICAL USE OF LANGUAGE
SUMMER 2025 MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**.

Particular attention should be paid to the following instructions regarding marking:

- Make sure that you are familiar with the assessment objectives (AOs) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read each candidate's response, annotate using wording from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Explain your mark with summative comments at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.
- Use your professional judgement, in the light of standards set at the marking conference, to fine-tune the mark you give.
- It is important that the **full range of marks** is used. Full marks should not be reserved for perfection. Similarly, there is a need to use the marks at the lower end of the scale.
- No allowance can be given for incomplete answers other than what candidates actually achieve.
- Consistency in marking is of the highest importance. If you have to adjust after the initial sample of scripts has been returned to you, it is particularly important that you make the adjustment without losing your consistency.
- Please do not use personal abbreviations or comments, as they can be misleading or puzzling to a second reader. You may, however, find the following symbols useful:

E	expression
I	irrelevance
e.g. ?	lack of an example
X	wrong
(✓)	possible
?	doubtful
R	repetition

General Instructions – Applying the Mark Scheme

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).

Examiners must firstly decide the band for each tested AO that most closely describes the quality of the work being marked. Having determined the appropriate band, 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.

- 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 task and reward as directed by the banded levels of response.

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss features of the texts other than those mentioned in the mark scheme.

COMPONENT 3: CREATIVE AND CRITICAL USE OF LANGUAGE

MARK SCHEME

General Notes

In making judgements, look carefully at the marking grid, and at the 'Notes' which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different approaches. Look for and reward valid alternative approaches which demonstrate independent thinking, creativity and expertise.

	AO3	AO5
Tasks 1(a) and (b) <i>OR</i> 2(a) and (b)	N/A	30 marks each
Task (c)	20 marks	

EITHER,

- 1. (a)** Write an article for your school magazine weighing up the pros and cons of attempts to remove risk from teenagers' lives.

Aim to write approximately 300 words.

[30]

This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.

The article should be written in an appropriate style for the mixed audience of a school magazine. It may include anecdotes and personal experiences to support the points made. The arguments should be balanced and rational, but the tone may be lightened by some informal features and humour. The topic of risk in teenagers' lives should be widened to include other areas beyond the playground focus of the stimulus material.

Characteristics of a successful response may include:

- clear understanding of the purpose to weigh up pros and cons e.g. selection of arguments, balanced assessment
- insightful awareness of the audience's needs e.g. clear statements, references
- form suitable for an article e.g. relevant title, summative conclusion
- clear, logical and appropriate structure to engage the audience/reader e.g. signposting, cohesion
- content drawn from the stimulus material but creative development of appropriate details e.g. brief quotation from cited expert to reinforce point
- well-selected and developed argument e.g. points supported with plausible examples
- effective stylistic choices e.g. questions, anecdote, humour
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the purpose to consider the management of risk e.g. narrative of accident
- inappropriate form for article e.g. textbook style
- not convincingly meeting the requirements of the task e.g. wholly one-sided argument, unsupported opinions
- lack of awareness of audience's needs e.g. confused structure, loss of focus
- over-reliance on stimulus material e.g. lengthy quotation
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

- (b) Write an extract from a short story set in a playground.

Aim to write approximately 300 words.

[30]

This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.

The candidate is free to create the characters, events and timescale of the story but the setting should be a playground. The stimulus material may suggest a challenging or risk-taking environment with young characters, but the scenario could equally be interactions between children's parents or carers. The narrative does not need to be complete as it is an extract but, as it is from a short story, there should be some development of characters or events.

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. to create an apt fictional scenario
- insightful awareness of the audience's needs e.g. character differentiation, tension
- development of character e.g. interaction, emotive expression
- linguistic choices appropriate to short story form e.g. sustained viewpoint, effective description
- clear, logical and appropriate structure to engage the audience e.g. narrative cohesion, tense control
- content drawn from the stimulus material with creative development of appropriate details e.g. challenging play apparatus
- well-selected and developed content e.g. plausible characters and events
- astute contextual awareness of the medium e.g. shifting atmosphere
- effective stylistic choices e.g. flash-backs, imagery
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the task e.g. lacks narrative development or playground setting
- limited awareness of the reader's/audience's needs e.g. confusing characters, over-dramatic events
- not convincingly meeting the requirements of the short story genre e.g. unstructured, disjointed description
- loss of stylistic cohesion e.g. uncontrolled changes of tense
- over-reliance on stimulus material e.g. unintegrated use of quotation
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

OR,

- 2. (a)** Write a news report for a local paper about an act of courage or skill.

Aim to write approximately 300 words.

[30]

This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.

The report should follow the conventions for a journalistic style and detail the central character(s), location, time and the nature of the achievement. As it is for a local paper, places and institutions may be named with the assumption that the reader has familiarity with the area. The candidate is free to create the people and events that result in an act of courage or skill.

Characteristics of a successful response may include:

- a clear understanding of the purpose e.g. informative and engaging features, creative detailing of situation
- an insightful awareness of the audience's needs e.g. establishment of context, clear and informative details
- a form suitable for a newspaper report e.g. title, introduction, quotation
- linguistic choices appropriate to genre e.g. topic sentences, proper nouns
- techniques to encourage admiration e.g. hyperbole to describe courage or skill
- content drawn from the stimulus material e.g. extempore performance
- well-selected and developed content e.g. back story, effect on witnesses
- effective stylistic choices e.g. apt modifiers, control of tone, succinct phrasing
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misinterpretation of task e.g. narrative with few journalistic features
- an inappropriate form for a news report e.g. first person viewpoint
- limited awareness of the reader's / audience's needs e.g. lack of details of situation, implausible events
- over-reliance on stimulus material e.g. unintegrated quotation or close paraphrase
- underdevelopment of content e.g. little exploration of act of courage or skill
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

- (b)** Write a blog about a personal achievement. Include details of the circumstances, study or practice that led to success.

Aim to write approximately 300 words.

[30]

This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.

The response should take the form of a blog. It is likely that the blogger is writing about their own achievement, but it could be by someone close to them who is aware of the efforts they have made. It should explore the nature of the achievement and look back to the milestones on the way to success. As an online blog, there should be a sense of audience. It should be informative but may also be advisory or humorous.

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. information with explanatory details, back story to personal achievement
- insightful awareness of the audience's needs e.g. establishment of context, creative description of the road to success, advice
- linguistic choices appropriate to genre e.g. informal language, first person narration
- form suitable for online blog e.g. anecdotes, confessions, quotations
- appropriate and relevant information e.g. details of personal challenges, circumstances and effort
- engaging techniques to encourage empathy, e.g. imagery, hyperbole
- development of character e.g. depiction of changing expectations and self-belief
- effective stylistic choices e.g. apt modifiers, tense control
- a creative depiction of growing confidence e.g. quoting supporters, describing reception
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misinterpretation of task e.g. lacking prescribed task elements
- inappropriate form for blog e.g. impersonal narration, overly formal
- lack of logical structure e.g. failure to give linguistic signposts, repetition
- lack of awareness of audience's needs e.g. confusion of details, inconsistent use of tense
- irrelevant content or unintegrated quotation from stimulus material
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

Assessment grid: Component 3 Questions 1 (a) and (b) OR 2 (a) and (b)

It is expected that some candidates will perform above the expectations set for band 5. Please be mindful of the characteristics of responses that may exceed what could be reasonably achieved in the Band 5 to ensure that the full range of marks available are used. Obviously, there are no additional marks available for such responses, but in order to successfully benchmark assessment in band 5 examiners should be aware of higher performance indicators: self-assured, mature and tightly controlled expression; thought-provoking and creatively manipulated linguistic/stylistic choices for creating deliberate effects; skilful presentation of selected material/ideas to meet the needs of the audience; sophisticated understanding of the task and of the relationship between purpose, audience, form and structure, which may be played with at this level.

BAND	AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways	Guidance
5 25-30 marks	- Sophisticated and appropriate expression - Confident and conscious linguistic/stylistic choices - Highly original with real flair - Form and content skilfully linked to genre/purpose	High (29-30): Sophisticated and self-assured. Demonstrates flair and originality. Language consciously and creatively manipulated for effect. Skilful engagement with audience. High level of understanding. Distinctive and thought-provoking writing. Mid (27-28): Well-balanced, accurate and confident throughout. Originality in approach, content and style. Thoughtful personal engagement with task and audience. Assured control of content. Form and structure linked intelligently. Low (25-26): Very good understanding of task. Genre used aptly to underpin linguistic/stylistic choices. Polished style and strong sense of context. Voice confident in places, with some perceptive writing.
4 19-24 marks	- Fluent and controlled expression - Purposeful linguistic/stylistic choices - Original and engaging - Form and content effectively linked to genre/purpose	High (23-24): a stronger sense of the writer as an individual with evidence of thoughtful creativity and purposeful linguistic choices. The response will show some signs of originality and will be clearly shaped by the target audience and the genre. Expression will be fluent, carefully controlled and sustained. Mid (21-22): There will be some assurance in the approach—although not all creative choices will be effective. Engagement with the audience will be well developed. The writing will begin to demonstrate some interesting features, but these may not be sustained. Low (19-20): Responses will be consciously crafted for effect with some purposeful language choices and a secure understanding of audience. The structure will be well controlled, with effective links established between form/content and genre/purpose.
3 13-18 marks	- Accurate and sound expression - Competent linguistic/stylistic choices - Some originality and clear attempt to engage - Form and content sensibly linked to genre/purpose	High (17-18): Examples of a personal voice and competent linguistic choices should be evident. There will be a sensible engagement with the target audience and a conscious attempt to organise material for effect. Expression will be generally sound and accurate; the style will be controlled. Mid (15-16): Responses should be generally clear and accurate with some sensible personal language choices being made. There should be a clear focus on the task with a sensible development of the content of the piece. The writing will be engaging. Low (13-14): Expression should be mostly sound and organisation quite clear. Focus on the demands of the task should begin to shape the writing: form and content should be sensibly linked to genre and purpose, and there should be some attempt to engage.
2 7-12 marks	- Some inconsistency/inaccuracy, and expression is rather basic - Evidence of some straightforward linguistic/stylistic choices - Some awareness of audience - Some attempt to match form and content to genre/purpose	High (11-12): Expression will be straightforward, but with some technical inaccuracy. There will be some basic engagement with the audience and some attempt to match form/content to genre/purpose. There will be some evidence of conscious lexical choices in places. Responses will be marked by inconsistency. Mid (9-10): Knowledge of genre and a basic awareness of audience may underpin some linguistic decisions. Expression will be adequate, though inconsistent in places with some faults in the writing. There will be some evidence that the link between form/content is understood. Low (7-8): The range of a response will be narrow, but there may be some basic awareness of genre in places. Technical errors will not affect understanding, but there may be some lack of fluency. Language choices will be basic.
1 1-6 marks	- Frequent lapses and errors in expression - Insufficient awareness of linguistic/stylistic choices - Little sense of audience - Limited attempt to link form and content to genre/purpose	High (5-6): Technical inaccuracy and lack of fluency in expression will still be evident, but there may be some limited awareness of audience, and evidence of the occasional attempt to choose words for effect. There may be some limited awareness of links between content and genre. Mid (3-4): Some limited understanding of the task may begin to show, but the writing will lack clarity/accuracy. The response may lack development. There will be limited engagement with language choices. Low (1-2): There will be little explicit evidence of organisation and only a cursory awareness of the demands of the task. Expression will often be awkward with frequent technical errors. There will be little sense of audience and limited awareness of stylistic choices. The response may be very brief or incomplete.
0	0 marks: Response not worthy of credit.	

- (c) Choose one of the tasks you have produced and write a commentary analysing and evaluating your language use. Comment particularly on your use of language features and their effectiveness in relation to the context given either in part (a) or part (b). [20]

This question tests the candidate's ability to analyse their own language choices and their impact, and how meaning is constructed for the context of the task. It also tests the candidate's ability to make judgements based on the effects of selected aspects of the text, using appropriate terminology.

Candidates should critically analyse and evaluate **one** of the texts produced in (a) or (b). There should be a clear attempt to explain what they have tried to achieve (e.g. a sense of place; a distinctive voice; a persuasive tone). Candidates should explore the contextual factors (e.g. audience, purpose, genre) and the language features (e.g. use of modifiers/concrete nouns to create a fictional world; figurative language; subject specific language; variations in sentence structure), considering how these shape meaning.

Characteristics of a successful response may include:

- a clear attempt to explain what they have tried to achieve e.g. identifying the precise contextual implications of the task
- evaluation of the success of the intended effects e.g. how chosen techniques contribute to the creation of meaning
- wide-ranging exploration of the distinctive contextual factors e.g. appropriate language features or concise informative detail
- purposeful analysis of chosen language features e.g. cumulative effect of a semantic field
- meaningful analysis of chosen stylistic features e.g. topic paragraphs linking features chosen to match elements of the task
- thoughtful discussion reflecting on how meaning is shaped e.g. how empathy is created or tone developed
- consistent and accurate reference to the language levels
- use of apt and accurate quotation to support points.

Characteristics of a less successful response may include:

- observational or descriptive overview with little analysis
- general statements regarding context rather than specific to the task/examples provided
- straightforward identification of language features e.g. listing word classes
- unsupported discussion of intentions.

This is not a checklist. Reward other valid approaches.

Assessment Grid Component 3: Part (c) 20 marks

BAND	AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
5	17-20 marks • Confident analysis of a range of contextual factors • Productive discussion of the construction of meaning • Perceptive evaluation of the effectiveness of communication
4	13-16 marks • Effective analysis of contextual factors • Some insightful discussion of the construction of meaning • Purposeful evaluation of the effectiveness of communication
3	9-12 marks • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation of the effectiveness of communication
2	5-8 marks • Some valid analysis of contextual factors • Undeveloped discussion of the construction of meaning • Inconsistent evaluation of the effectiveness of communication
1	1-4 marks • Some general awareness of context • Little sense of how meaning is constructed • Limited evaluation of the effectiveness of communication
0	0 marks Response not worthy of credit