

GCSE Examiners' Report

English Language
GCSE
Summer 2025

© WJEC CBAC Ltd.2025



Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	Eduqas offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.eduqas.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and component level. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (eduqas.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	Eduqas provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.eduqas.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the Eduqas subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner Eduqas

Contents

	Page
Executive summary	5
Component 1	6
Component 2	12
Component 3	19
Supporting you – useful contacts and links	25

Executive Summary

Candidates' performance this summer in Component 1 and Component 2 was closely aligned to performance in summer 2024 with only a slight change in the mean mark for each component.

Component 1

- Candidates engaged well with the 20th century passage in Component 1. In reading, successful responses had substance and relevant textual evidence. There was a fluency and cohesion to these responses and clear tracking of the text, or section of text, indicated in the question. It was noted that candidates who used key words from the question to structure their responses stayed focused on the question and were generally reaching higher bands.
- In Q05 this year, answers that agreed and disagreed with the given statement struggled to maintain a coherent argument. A balanced approach to establishing a line of argument in this question is not always appropriate, and candidates must be driven by the statement and chosen text in the exam paper.
- In narrative writing, examiners saw successful writing responses which were focused on the chosen title and engaged the reader. Successful writing displayed technical control, particularly with tenses and sentence construction.
- In less successful writing responses, control of spelling, sentences and punctuation was weaker and affected the overall quality of the writing.

Component 2

- In the reading section, almost all candidates showed some understanding of the two non-fiction texts. Successful responses in reading demonstrated careful reading of the questions, resulting in responses that linked textual details and comments clearly to the questions. They tracked the texts methodically (for example, working through each paragraph of the newspaper article in question 12, or dealing with each day in turn of Nansen's diary in question 14) and selected relevant details.
- In Q16, candidates needed to try and address both bullet points in order to move beyond band 3. They also needed to read the question carefully. Too many candidates failed to focus on the challenges faced by Preet Chandi when she was on her expedition, instead looking at a much wider context. This led to a loss of focus on what was required to gain reward.
- Successful writing responses were sustained and had both range and development. The letter writing task balanced concerns and suggestions well, and with an appropriate level of formality. Successful reviews had a good balance between information and personal opinion.
- Less successful writing responses were brief and lacked sufficient detail or development.

Component 3

- The majority of centres had applied the criteria accurately and assessed their candidates fairly.
- There was an increase this year in pre-prepared questions and answers for the feedback part of the presentation. This approach should be discouraged. If candidates write their own questions to be read out by classmates or the teacher, they are not strictly '*listening to and responding to*' genuine feedback.
- Use of AI in Component 3 is an increasing issue. Artificial intelligence can obviously be a useful resource for researching topics, but it is recommended that centres give candidates clear advice on how to use these tools and make the material their own.

ENGLISH LANGUAGE

GCSE

Summer 2025

COMPONENT 1

Overview of the Component

This component tests candidates' skills, knowledge and understanding across 5 assessment objectives (AOs)

- AO1 Identify and interpret explicit and implicit information and ideas.
- AO2 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.
- AO4 Evaluate texts critically and support this with appropriate textual references.
- AO5 Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences and organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Section A

The reading material for this paper was a short story by Penelope Lively, which focused on two main characters, Clive Harper and his first wife Mary, and explored the relationship between them. It was written as a third-person narrative and the omniscient author took the reader into the thoughts and feelings of the characters, particularly the deluded Clive, with subtlety and a rather waspish sense of humour. The narrative did not rely on a lot of action, but its surface was not difficult to follow and most candidates saw what was going on, albeit with varying degrees of insight and detail.

Section B

This section followed a familiar pattern and there was the usual choice of four titles which allowed the candidates to write imaginatively or from personal experience. All four titles attracted significant numbers of candidates.

Comments on individual questions/sections

Section A

- Q.1** This question tested the ability to identify explicit and implicit information and ideas and a concise list of factual points about Mary was all that was required here to gain full marks. Candidates only had to focus on the opening six lines of the story and most answers were clear and concise as the candidates grasped that this question had to be dealt with quickly and efficiently. However, the focus was on Mary and the safest policy was to begin each bullet point with 'She' (or Mary). There was plenty of material in these lines and it was possible to summarise some of the details.

For example, Mary was Clive's ex-wife and she had not seen Clive for years. She was inevitably older and greyer, but she was still an undeniably attractive woman. She was tall and dressed stylishly and tastefully. She also dressed expensively. She seemed friendly as she smiled warmly when talking to an old aunt.

A purposeful selection did the job for most candidates.

It is never my intention to put obstacles in the candidates' way in this opening question, and this should have been a straightforward path into the examination paper. However, some candidates were careless or imprecise and lost marks quite unnecessarily. For example, some claimed that Mary had not been seen for years.

- Q.2** This question assessed AO2 and was only worth five marks and only covered a short paragraph of the text. As usual, the challenge to the candidates was to be thorough but concise. The question asked for impressions of Clive and this inevitably involved direct reference to the text but also some inference and explanation. The better candidates achieved a pragmatic blend of inference and evidence while remaining aware of time.

This was the candidates' first opportunity to engage with the character of Clive, and it was fair to say that whatever the reader had made of him in the opening paragraph, he now emerged as selfish and cruel. He forgot that **he** had left **her** and only saw **now** that he had hurt her. He had left her because she had begun to look old and most candidates saw that he was self-absorbed and apparently oblivious to the effect of the passage of time on him. Some argued, quite rightly, that he seemed to find younger women irresistible (Colette was twenty four and French) but he was shallow and fickle. He could barely remember Colette and his relationships did not last very long. There had been 'a string of successors' and he seemed to need constant change and 'the thrill of a new interest'. Clive was described as enjoying the excitement of a 'secret meeting' and he seemed to relish the thrill of adulterous affairs. He seemed to have no grasp of the concept of fidelity. He was also obviously vain as he liked the 'flattery' of a new face turned to his.

Less successful answers offered limited impressions and relied simply on quoting 'facts' from the text without drawing out a relevant comment. The best answers got the measure of Clive and supported their impressions with well-chosen reference to the text.

- Q.3** The first two questions were based on short sections of text and offered a relatively straightforward opportunity to score well, which most candidates grasped. However, question 03 was on a longer section of text and required exploration of how the writer showed Clive's thoughts and feelings about growing older. That said, credit could be given for accurately identifying his thoughts and feelings and supporting those observations by appropriate reference to the text. The answer to 'how does a writer...' is usually a matter of content and language and those who tracked the lines of the text methodically did well.

Close attention to language and what it showed or suggested was the best way into this question and the very first words of this section stated that Clive was 'terrified of ageing', showing his abnormal fear of growing older. It was a long-term concern and his fear of ageing had begun in his twenties when he realised that there were people younger than him. He was consumed by 'dismay' and 'self-pity', suggesting not only his consternation but also that he felt sorry for himself. His fear of getting older affected him physically as he felt 'nausea'. Clive's thirtieth birthday had 'smashed' into him and the writer clearly used the strong verb to convey Clive's distress. The powerful simile 'like a rock in a tranquil sea' reinforced his horror.

He looked in the mirror more often and watched the faces of his contemporaries to compare how he was doing. His behaviour showed his fear and perhaps also his need for reassurance.

Mary's calm and rational response to the passage of time made him feel resentful and misunderstood. The writer got inside character to show his extreme emotions, describing his feelings as 'fits of terror' and 'cold fear'. When he reached fifty nine his feelings were shown in the choice of language. It was 'an awful fact' which 'reared up' at him and left him 'reeling. He felt depressed and the writer mentioned Clive's 'dark moments'.

However, Clive thought ageing could be resisted through activity. He thought that travel and socialising with younger people could solve his problem. He avoided friends when they began to look 'a touch decrepit' and, of course, he had married a younger woman.

The basic point that Clive was afraid of ageing was not difficult to grasp but the better answers engaged with the text in detail and showed understanding and coherence. The very best answers understood the writer's technique, particularly the use of language for effect.

- Q.4** This was a two-part question which also assessed AO2 and required the candidates to identify impressions of the character of Mary and also explore 'how' the writer created those impressions. The question covered a longer section of the text but, again, the best approach was to track the text and take 'what' and 'how' together, using the details in the text to draw out the impressions of Mary.

For example, the first impression in these lines was that, contrary to Clive's expectations, she was completely oblivious to his presence. He expected her to be thinking about him and scouring the room for him, but the writer dismissed that fanciful notion with the unequivocal statement 'She did not'. It was true that the writer used a short sentence here, but the better candidates had something to say about why that was effective and mentioned that it was blunt and emphatic. The simplicity of the statement was crushing, and it was worth noting that the writer used a single short sentence for effect. The vague assertion that the writer 'used short sentences' was not enough on its own and was imprecise.

Mary also seemed pleasant and considerate as she was described talking patiently with the aunt and laughing in a way that made Clive jealous. The writer used Clive's knowledge of Mary over the years since their separation and his perspective painted a picture of an independent woman who lived alone, had never remarried and had built a career in hospital administration. When Clive made his move, Mary was polite but showed no enthusiasm for him. She responded in a 'flat tone' showing no emotion, least of all surprise. Clive noticed how attractive she looked, and her good taste in jewellery, but she was unmoved by his 'look' which was intended to 'unsettle' her and, unlike Clive, she seemed calm and composed. She merely asked about 'poor Susan' and her flu. Some thought she was sympathetic but others read it as sarcastic. She gave terse, factual responses to his attempts to impress by engaging her in conversation. The writer used Clive's perspective to present Mary as 'confident' and 'high-powered'. Mary had 'authority' and was 'a woman of her time'. When Clive gazed at her with 'unashamed admiration' she was 'restless'. She looked over his shoulder and sipped her drink. Clive interpreted her behaviour as positive and convinced himself that it was time for a 'direct approach'. Mary hesitated when he asked her to meet and, although Clive did not see it, the better candidates saw that she was uncomfortable with his advances and probably searching for a way out.

The best answers understood that Mary was presented as the opposite of what Clive expected and built their responses on a series of clear and detailed impressions which showed insight.

- Q.5** The last question in this section, as always, required critical evaluation of the text as a whole and the wording of the question invited a personal response to the character of Clive Harper. However, while all candidates are entitled to their opinions, there is not an infinity of sensible responses to any text. For example, it was possible to feel some sympathy for Clive at times, but most successful candidates argued only too clearly that he was selfish and vain and richly deserved his humiliation at the end of the story. Those who tried to argue a 'balanced' position made life very difficult for themselves and those who disagreed unequivocally with the statement in the question found themselves in deep trouble.

A methodical approach worked best here, and the initial presentation of Clive showed him as cruel and selfish in his treatment of Mary. He had deserted her when he became aware that she 'had begun to look old' but his memory seemed rather selective as he 'quite forgot that he had left her'. He moved from one relationship to another, not caring or remembering much about the women in his life. He was presented as self-obsessed and addicted to the thrill of the chase. He delighted in flattery as it boosted his vanity. There was little to say in defence of Clive in this part of the narrative.

Most candidates regarded his fears about ageing as an extension of his vanity and he could easily be seen as childish, self-pitying and irrational, particularly when contrasted with Mary's calm and logical response to the passage of time. However, it was possible to argue that his fears were genuine and even to sympathise with him to some extent. That said, sympathy for Clive was in rather short supply, particularly when his fears were so clearly self-regarding. He was not one to feel the tragedy of the human condition. He only felt the tragedy of his own condition. The best answers noted that there were moments of possible sympathy but usually rejected them.

Clive felt a 'tingle of pleasure' when he thought of how Mary would react to seeing him and his vanity was as excruciating as his self-regard when he thought himself 'lucky' that his wife was unwell and unable to attend the wedding. The best answers spotted that Clive had the audacity to think that he could have an affair with Mary without it affecting his marriage. He believed that Mary would just melt into his arms and the relationship could be 'tactfully concealed'. He was convinced that the 'groundwork' had been done and that Mary would be unable to resist him. He was too vain and full of himself to grasp her lack of enthusiasm and he convinced himself that all that was needed to rekindle their relationship was 'a direct approach'. His letter seemed calculated and transparently manipulative and his first inkling that things were not going as planned was when Mary was nowhere to be seen in the restaurant. Her letter of rejection was uncompromising and crushing in its tone and content. The references to his appearance were cutting and he was humiliated. His inflated ego was unceremoniously punctured and most candidates argued that it was richly deserved. Some found a touch of sympathy for a sad, self-deluded and ageing man but most felt he had only himself to blame and that a form of justice was done. Some candidates tried to argue that Clive was genuine in his declared feelings for Mary but the perceptive noted that he was not interested in making 'amends' but in pursuing an affair.

The best answers established a coherent line of argument and pursued it with detail and often with a lot of energy and commitment.

Section B

- (a) Write about a time when you took part in a race.

This title gave the candidates plenty of scope to write positively about an event which involved a celebration. Some responses perhaps focused too much on the events leading to the celebration but that was not really a problem. Family celebrations were an obvious choice but sporting triumphs were also legitimate options.

- (b) The Celebration.

This title also offered a range of possible directions, and the race could be interpreted in a variety of ways. A sporting contest was the obvious choice for many candidates but there was some range of approach. This title was worded to invite personal experience, but some embellishment of the truth was entirely acceptable in the interest of entertainment.

- (c) Write a story which begins: That phone call changed my life.

The popularity of this title was probably a reflection of the importance of the phone in modern life. The introduction suggested that the phone call was life-changing but there was no clear direction of travel in the opening and the content could be positive or negative.

- (d) Write a story which ends: ...and I felt rather pleased with myself.

This option also encouraged the candidates to write from personal experience and the narrative had to be structured to lead to a positive conclusion. Endings can be difficult but this seemed straightforward, and most candidates managed to sustain a clear sense of direction. Inevitably perhaps, there were some 'crash landings' but most managed to construct a coherent narrative.

Characteristics of Successful Responses

- Successful responses to reading questions have some substance and textual detail but stay focused on the question.
- Successful responses to reading questions have fluency and cohesion (as opposed to a selection of disjointed comments and quotations).
- Successful writing is plausible (and legible) but it can be imaginative.
- Successful writing communicates clearly and makes it possible for the reader to follow the narrative.

Areas for Improvement

In the reading section:

- Use the key words of the question to structure a response. (For example, a question which ask for 'thoughts and feelings' should have a lot of sentences beginning he/she thinks, or he/she feels)
- In Question 05, take some time to think about and establish the direction of the argument and remember to use the whole text. Do not assume that a 'balanced' view is always the best option.
- Answers which show quality in content and organisation are valued more than those which are lengthy but unfocused.

In the writing section:

- Pay attention to the structure as well as the content of narrative writing. Spending 5-10 minutes planning the narrative is time well spent.
- Be very careful with tenses (simple past tense is the safest option).
- Take care with spelling, grammar and punctuation. Decent stories are often undermined by too many technical errors.

ENGLISH LANGUAGE

GCSE

Summer 2025

COMPONENT 2

Overview of the Component

This component tests candidates' skills, knowledge and understanding across 6 assessment objectives (AOs)

- AO1 Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
- AO2 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.
- AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- AO4 Evaluate texts critically and support this with appropriate textual references.
- AO5 Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences and organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Section A

The two reading texts for this examination were accounts of people who had been involved in polar expeditions. One was a newspaper article about Preet Chandi, who, in 2022, was the first woman of colour to complete a solo expedition to the South Pole, and the other text was taken from Fridtjof Nansen's diary, written during his 1895 expedition to the North Pole.

The six questions followed a familiar pattern, covering all four reading assessment objectives and almost all candidates were able to respond to the events in the two accounts. Successful candidates used the texts well to support their responses and were able to respond at length to the more demanding questions, while the responses of less successful candidates were frequently quite brief and lacked the range of detail necessary for a convincing response. In some cases, time-management issues meant candidates struggled to complete the final reading question.

Section B

In the first of the two writing tasks candidates were asked to write a letter to their local council, in response to an invitation from the council asking for suggestions about improving run-down or unattractive areas in their locality. The second writing task asked for a review from a choice of subjects to be included in a school/college magazine. The choices included an opportunity to write about a film, a book, a computer game or a similar topic that would interest the intended audience.

The first task gave candidates opportunities to write about their local area, explaining some of the concerns that existed and how the local council could make improvements, whilst the second task invited candidates to write on a subject they knew well, were enthusiastic about (or otherwise), and could give information as well as a personal response or recommendation to their fellow students. As usual, there was an expected length of 300-400 words for each task.

Comments on individual questions/sections

Section A

- Q1.1** This first question focused on the newspaper article, 'Preet Chandi is the first woman of colour to complete a solo expedition to the South Pole', with three one-mark questions that asked candidates to select specific details from across the text. These were the familiar 'search and find' questions, but candidates needed to read the complete article. The first part of the question focused on the very first paragraph of the article and asked candidates to name one of the endurance events that Chandi had taken part in. 'Ultra-marathons', 'mountaineering' or a 'gruelling ski expedition to Antarctica' were all mentioned in the opening sentence and most candidates were able to select one of the correct details, although some mis-read the question and referred to her training expeditions in Greenland and Norway instead. The information for the second part of the question: how long did Chandi train for her solo expedition, appeared in the fourth paragraph, and again most candidates correctly identified 'two full years' as the correct answer. However, some gave the answer as 40 days, which was the time she took to complete her solo expedition, and this should serve as a reminder that reading the question carefully and checking the answer is important even in straightforward questions. For the final part of this question, candidates had to read to the end of the article, as the answer appeared in the penultimate paragraph. They were asked how Chandi's 'adventure grant' would be used, and almost all candidates correctly identified that it would be used to support women who might 'attempt unique challenges.' Where candidates failed to gain reward it was most frequently a case of not reading the question carefully enough, rather than being unable to locate the appropriate part of the article. This opening question should have given candidates a clear sense of Chandi's achievements and her motivation and prepared them for tackling the next question.
- Q1.2** The second question asked candidates to consider why Chandi might be described as 'a very inspiring person', and how the writer of the article tried to show this. The article gave extensive details of her solo expedition to the South Pole but also focused on how and why she 'broke the mould' for a polar explorer and was driven by her belief that 'nothing is impossible.' As with all 'craft of the writer' questions, those candidates who worked methodically through the whole text were usually the most successful, selecting and commenting on those details about her that would be viewed as inspiring to readers. There was plenty of detail and information about Chandi for candidates to explore, with almost every paragraph in the article offering some information or detail worthy of comment. The best responses used the whole text, with perceptive comments on appropriate textual details, always linking these to respond to the question. Weaker responses sometimes failed to cover more than a few paragraphs of the article or reduced their responses to a collection of quotations, often with little explanation or context. In some cases, the quotations were merely quotation fragments from the text and lacked clarity.

The article began by telling readers that Preet Chandi was determined and resilient, with a history of completing challenging and extreme activities that had culminated in her most recent achievement, that of becoming the first woman of colour to complete a solo expedition to the South Pole. The writer made it clear that part of Chandi's motivation for this epic adventure was to inspire others to 'pursue their goals' and 'push their limits'. The article continued with Chandi explaining how her successful expedition as an Asian woman could be an inspiration for young people, who would see her as a role model. Good candidates were able to select relevant details from subsequent paragraphs that gave specific details of her expedition. Some focused on how the 'incredibly challenging 700-mile trip' was achieved in 'just 40 days' or commented on the writer's description of her 'steely determination' to succeed, while others wrote about Chandi's determination to go to the 'coldest, highest, driest and windiest continent on Earth' as evidence of the way her ambitions would be an inspiration to others. Chandi's determination to succeed was further evidenced with information about her preparation for the expedition: two full years that included training expeditions in Greenland and Norway and months dragging heavy car tyres as preparation for pulling her sledge. The article went on to include two paragraphs detailing the hardships and challenges of the expedition itself, with details such as Chandi skiing for 20 hours on some days, battling wind speeds of 60mph and how her health was affected by the journey; good candidates used these details to show how determined Chandi was and how her success would help to inspire others to undertake significant challenges. In the final paragraphs, candidates were told that half of the funds raised from the expedition would go towards an adventure grant for women attempting such challenges, Chandi hoping that it would 'inspire others to believe in themselves and push their boundaries.' The article concluded with the words of a British Army spokesperson who spoke about her as a 'role model for young people from diverse and ethnic backgrounds', and saying 'she is an inspirational example of determination.' Candidates who used the whole text, selecting these sorts of details to show her qualities gained high marks, particularly where these were linked to perceptive and insightful comments. Less successful candidates tended to range less widely, some covering only one or two paragraphs of the article. Others struggled to use quotations effectively, with fragments of text that then lacked explanation or context. It is perhaps useful to report that when some candidates used ellipsis, it was too frequently unsuccessful resulting in 'part-quotations' that were unclear and struggled to gain any reward. However, there were many candidates who gained good marks through their careful, methodical approach, effective selection of textual detail and sensible comments that showed the question had been kept firmly at the heart of the response.

- Q1.3** This question asked candidates to read and respond to the second text, the four diary entries from Fridtjof Nansen's 1895 expedition to the North Pole. Like 1.1, the question was in three parts and ensured that candidates read the whole text, if they were to gain full marks. This process should also have prepared them for the more demanding question that followed. The first part of the question focused on the first diary entry and asked what Nansen had to do while his companion looked after the dogs. Almost all candidates correctly noted that he made the supper, the only casualties appearing to be those who misread the question entirely. The second part of the question asked how Johansen was saved when he fell through the ice into freezing water and again, almost all candidates correctly explained that he had held on to the sledge and the dogs had pulled him out. Finally, candidates were asked how they kept warm after their final meal; this information being contained in the final paragraph. Candidates gained reward for either noting they had 'crept into their sleeping bags for warmth' or that they had made a hot drink of water and milk-powder.

As with question 1.1, candidates who read both the text and the question carefully gained good marks, but some candidates showed a lack of care in the reading of the question. Another issue which caused some difficulty on occasions both in 1.1 and this question were candidates who were determined to only supply one-word responses. Sometimes this 'minimalist approach' was sufficient but on other occasions a single word answer failed to give a clear, correct response.

Q1.4 This evaluation question asked candidates to consider Nansen's diary entries in greater detail. They were given a statement: "Fridtjof Nansen's diary entries suggest that day by day he increasingly felt the expedition had become too difficult to continue" and asked to what extent they agreed with it. The most effective way of tackling this question was to work methodically through each diary entry, selecting and commenting on Nansen's account and his reflections about the progress they were making. It became increasingly clear through the diary entries that the expedition would not be successful, and although some weaker responses attempted to disagree with the statement, most recognised that it was easy to agree that the expedition became too difficult, and it was then a matter of accumulating the evidence for this view. There were relevant details in each of the four diary entries, beginning on Tuesday April 2nd where Nansen wrote about the slow progress of the expedition, the physical strain on them because of the terrain, and culminating in his view that reaching the pole might be impossible and 'sooner or later we must turn back.' Successful candidates used some or all of these details to agree with the statement before moving on to the diary entry of Friday April 5th. Here, there was more detail of the obstacles that slowed them down, the ice ridges that were like 'driving over a tract of rocks' and then the near disaster of both Nansen and his companion falling through the ice into freezing water, with no way of drying or changing clothes. His concluding comment that day, 'I begin to think more and more that we ought to turn back', had the suggestion of despair. However, circumstances were no better the next day when Nansen wrote about being 'on the verge of despair' because of the lack of progress they had been making and giving more descriptions of the hostile terrain. When he wrote, 'We surely cannot go on' good candidates recognised that Nansen was close to defeat. In his final diary entry on the 8th April, it became clear that there was 'no reasonable prospect of advance' because the terrain was simply too difficult: 'a veritable chaos of ice blocks, stretching as far as the horizon.' As a result, Nansen made the decision to call a halt and 'return homeward.' Candidates who gained good marks did so because they tracked the diary entries methodically and were able to accumulate relevant details that supported the statement convincingly; these responses linked detail and/or quotation with some sensible, clear explanation and comment. Weaker responses too frequently failed to make use of the whole text, sometimes limiting their answer to just one or two diary entries. Others made ineffective use of the textual details, often by quoting fragments of text that lacked supportive explanation or context. In some cases, less successful candidates resorted to little more than a list of quotations, with little or no explanation, and often lacking the chronology of the events.

Q1.5 As usual, this four-mark question asked candidates to select relevant material from across the two texts. On this occasion the question simply asked what food and drink Preet Chandi and Fridtjof Nansen had on their expeditions. Dealing with each text separately was the obvious and sensible approach and those who looked at the newspaper article usually had no trouble in noting that Chandi's food consisted of freeze-dried meals and high-protein bars. For drink, she took along a 'hot chocolate drink ration' In Nansen's diaries, he explained that he had made a supper of 'Fiske gratin', a sort of fish rissole, made with fish-meal, flour and water, and in a later diary entry, wrote about having a 'banquet of beef stew', along with a drink of hot water and milk powder.

Most candidates were at least able to select a detail from each of the texts and many gained full marks. In some cases, candidates lost marks by only writing about the food eaten on the expeditions but as in previous examinations, candidates were able to gain full marks with just a sentence or two on each text that gave the precise details.

- Q1.6** The final reading question asked candidates to consider the challenges that Preet Chandi and Fridtjof Nansen faced when they were on their expeditions, and how the writers made these challenges clear to readers. The article about Preet Chandi made clear that the environment in which she was operating was incredibly challenging, Antarctica being described as the 'coldest, highest, driest, windiest continent on Earth', and on her expedition, she had the challenge of skiing on average, 11 days each day, but up to 20 hours on occasions. Such demanding physical endeavour took a toll on her health as she suffered from exhaustion and it left her with a 'persistent cough.' Other challenges were presented by the weather, with very low temperatures, down to -50 degrees Celsius and wind speeds of up to 60mph. She also faced the challenge presented by the terrain, the writer describing how she had to drag her sledge 'across huge wave-like ridges on the icy terrain.'

Nansen's diary entries also made clear the challenges he faced. He detailed the lack of progress made each day: one day 'just seven miles' and another day 'hardly four miles' but he also told readers of the physical hardships of the expedition, when he wrote of the continual lifting of the sledges as being 'calculated to break one's back'. In each of the entries, Nansen wrote about the difficult terrain and the challenge this presented – the ice-ridges, ice-blocks and rubble in their way. Nansen also fell through the ice into the freezing water and additionally faced the challenge of falling through the loose snow 'up to one's middle'.

In exploring how the writers made the challenges clear to readers, good candidates sometimes explored aspects of the language, commenting on the newspaper article, for example, about the use of the adverb 'incredibly challenging' to describe Chandi's expedition, or how the intensity of the cold was described as 'bone-numbing'. Elsewhere, the writer's use of the verb when describing how she 'battled for hours' pulling her sledge, or used a simile to describe the 'huge wave-like ridges' captured the level of challenge faced by Chandi. Nansen's diary, too, used comparisons to make clear the difficulties of the expedition. For example, he described making their way over the lanes and ridges of ice 'like driving over a tract of rocks' and their freezing wet clothes being 'like a chain mail of ice'. His use of repetition also captured the level of challenge he faced; he described the ridges of ice becoming 'worse and worse' in two of the diary entries and he used exaggeration to make clear the challenges, writing that lifting the sledges is 'calculated to break one's back' or that thawing out 'takes for ever.'

In responding to the question, a significant number focused solely on the first bullet point, but accumulating detail from both texts still allowed candidates to gain a mark in Band 3. However, it was those candidates who were also prepared to respond to the second bullet point and could explain 'how', who were able to push into the higher bands. The question asked about the challenges on the expeditions, but some candidates wanted to discuss Preet Chandi in a much wider context and this led to a loss of focus on what was required to gain reward. It served as another reminder that reading the question carefully is important so that there is clear understanding about what is required for a good response.

For those who read both question and texts carefully, examiners saw good, detailed responses where candidates showed their understanding of the challenges faced by Chandi and Nansen but also how these were made clear to the readers. Unfortunately, as in previous examinations, there were too many candidates whose time-management was such that they had allowed themselves too little time to tackle the question in sufficient detail.

Section B

- Q2.1** The first of the two writing tasks for candidates was to write a letter to their local council, which had asked the public to write to them with suggestions about areas that needed improvement, explaining what they felt should be done and how the changes would benefit the area. It was a task that almost all candidates responded to with some clear views about what should be done and the best of these were sustained, had some range of concerns and ideas for improvement and developed these in some detail. Local parks were by far the most popular topics, with concerns about the state of the children's playground, poor maintenance of the grassed areas, the park benches and other facilities. While some responses offered only very general concerns, sometimes appearing to refer to any number of the town's parks, better responses fixed their concerns on a particular named park, often complete with details of location and with childhood memories of the writer playing there with parents or friends. Successful responses gave clear details of the problems: rusted or broken swings, damaged slides, problems with the park's lake and so on and then suggested how the problems should be addressed, some giving clear advice about regular checks and repair schedules. In some cases, suggestions included the refurbishment of the park's café, installing more litter bins or creating flower beds in less attractive or overgrown areas. These showed a confident understanding of the task and were often persuasive and captured a real sense of the place. Although local parks were an obvious focus for many candidates, there was no shortage of other concerns and topics. Potholes in local roads, litter, graffiti, limited town centre camera surveillance and abandoned or vandalised buildings were all hot topics that demanded the council's immediate attention. Some candidates wanted improvements to school buildings, while others wanted shopping malls or unpleasant residential estates torn down and rebuilt. The best responses were clear about their intended audience and adopted a suitably formal, measured tone. These letters were confidently sustained, explained in some detail where the problems lay, and then offered practical suggestions about the improvements that could be made and how the whole community would benefit. Less successful responses were frequently quite brief and gave mainly general, limited or rather vague information, and in offering suggestions, these sometimes lacked the necessary detail or were impractical.
- Q2.2** In the second writing task candidates were asked to write a review for their school/college magazine. They were given a choice of six possible areas to focus on, with many choosing to review a film, computer game or TV series for their readers. In most cases, candidates offered a glowing review and recommendation of their favourite film or computer game, but occasionally reviewers wanted their readers to avoid wasting their time and effort on something they felt to be disappointing. Marvel, Disney and Star Wars films were popular choices but there were also many reviews of romance and horror films. Some of the reviewed TV series often went back in time to the 1990s where Friends was the undoubted series of choice for many, but more recent series such as Law and Order, Line of Duty and The Traitors were also reviewed by numbers of candidates. Computer games also proved to be popular subjects for reviews, with 'classics' such as Minecraft, Call of Duty and FIFA being popular choices, along with various 'shoot 'em up' games.

Candidates who opted to focus on music frequently showed in-depth knowledge of particular artists or their albums. Taylor Swift was a popular choice but reviews ranged widely across different genres. Successful responses were marked out by sustained, well-organised and engaging reviews and the best of these would have comfortably graced the pages of commercial music magazines. Less successful responses were often briefer and lacked detail. Some who chose to write reviews about music, for example, wrote a number of very brief paragraphs about different genres, but with little specific information or examples of artists. Overall, this task provided much for examiners to enjoy and to learn about, but it was disappointing that some candidates struggled with time-management and could only provide brief or incomplete responses; as in previous examinations, some failed to tackle the task at all.

Although much of the focus of the report on writing has been on the content of the responses, accuracy remains an issue for many. Many candidates gained marks in a higher band for content than for VSSPS, with simple spelling and punctuation errors again costing candidates valuable marks.

Characteristics of Successful Responses

- Successful responses in reading were marked out first by careful reading of the questions, resulting in responses that linked textual details and comments clearly to the questions.
- Successful responses tracked the texts methodically (for example, working through each paragraph of the newspaper article in question 12, or dealing with each day in turn of Nansen's diary in question 14), selected relevant details and explained, contextualised and linked them to the thrust of the question, then moving on to the next appropriate detail in the text.
- Successful reading responses in questions 12 and 14 had coverage of the full text and included a good range of points that gained reward. These responses were sustained, showed good understanding and were often perceptive and insightful.
- Successful writing responses were sustained and had both range and development. The letter writing task balanced concerns and suggestions well, and with an appropriate level of formality, and the successful reviews had a good balance between information and personal opinion.

Areas for improvement

- Although questions 11 and 13 are intended to be straightforward 'search and find' type questions, they nevertheless need to be read carefully. Too many marks were lost by candidates giving incorrect responses as a result of not checking exactly what was being asked for. Some answers to these questions cannot always be given in a single word – the response has to answer the question.
- In some cases, the reading of a question was insufficiently careful, leading to answers that were not the focus of the question, and therefore gained little reward. For example, on reading question 16, too many candidates failed to focus on the challenges faced by Preet Chandi when she was on her expedition.
- In reading responses, where quotations are reduced to 'fragments' of a longer sentence they rarely give complete detail, unless explained or contextualised; as a result such 'fragments' rarely gain reward. Similarly, where ellipsis is used, it must have clarity and make complete sense.
- In writing, too many responses were brief and lacked sufficient detail or development; many of these responses were well below the 300-400 words indicated in the exam paper.

ENGLISH LANGUAGE

GCSE

Summer 2025

COMPONENT 3

Overview of the Component

Monitors were charged with ensuring centres had assessed their candidates accurately adhering to the agreed standards. It was also crucial that teachers had applied the competency model which requires that candidates have met all the criteria for a grade before they can be awarded that grade.

This was the second year that centres had uploaded their presentations electronically rather than posting their sample of evidence. Monitors felt that it worked well overall and there were relatively few instances where centres had to be contacted regarding missing or corrupt files.

The majority of centres had graded their candidates fairly and consistently and there was evidence of impressive work from candidates at all levels. Monitors were pleased to see candidates who had clearly benefited from the opportunity to express their ideas and feelings in Spoken Language, developing some skill and confidence in oracy.

As in previous years, the best work tended to come from centres where value was placed on Spoken Language as an important communication skill, with a positive attitude demonstrated by the department or individual teacher. It was heartening to see candidates who had been carefully guided in choosing a suitably challenging topic and encouraged to practise. These candidates had a strong sense of what a successful presentation involves and how to prepare for questions. They were given enough time and an attentive audience so they could show their best. The result was a joyful and uplifting experience for all involved.

Unfortunately, this was not always the case, and monitors saw candidates who had been too generously rewarded for work that did not meet the criteria, especially at Distinction level. As teachers themselves, monitors sympathise with time pressures and the challenges of preparing candidates for examinations. Nevertheless, Component 3 is an integral and important part of the qualification and sufficient time should be given to ensuring it is a positive experience for all concerned.

Those centres where the assessment of one or more grades was not secure will be contacted by letter and/or phone. Where the inaccuracy of the marking was particularly serious, a centre visit may be required. The purpose of this contact is to support centres in making their assessment more secure and it is expected that they will act upon advice when preparing the next cohort.

Many centres opted to carry out the Spoken Language presentations at the end of Year 10, which is acceptable of course, but it has to be borne in mind that feedback on the accuracy of assessment and the advice given in the Principal Moderator's report will not be available until the candidates are in Year 11. Centres must be willing to review and adapt their departmental policy and grading decisions in light of any feedback to ensure future assessment is more secure.

To ensure their grades are accurate, centres should try to avoid the common pitfalls related to task setting, presentation skills and feedback outlined below. Many of these issues have been repeatedly raised in previous reports but this year some problems were compounded by the rapid development and increased accessibility of Artificial Intelligence (AI).

Choice of topic

Many candidates would have benefited from more guidance on their choice of topic. It was never intended that candidates would be left to their own devices in this respect and the wording of the specification states: *'Candidates must identify their subject for their presentations in advance and agree with their teachers'*.

The main problems related to the content of candidates' presentations were:

- Some presentations were far too brief, often less than three minutes long for the entire exercise, including response to feedback. This made it especially difficult to develop points fully, meaning candidates did not meet all the Merit or Distinction criteria.
- Candidates who simply chose to describe a subject which interested them, such as a hobby or their favourite band/film/team, rarely met higher grade criteria. They tended to adopt a show-and-tell approach without a clearly defined purpose beyond relaying straightforward facts, limiting them to a Pass grade. While they might have given an enjoyable account, the topic made it difficult to inject sufficient challenge or sophistication in content, vocabulary or organisation.
- Those who read notes or essays from other subjects such as English Literature, history or science rarely seemed sufficiently engaged with their topics to move beyond a straightforward Pass grade.
- Some candidates tackled more complex topics, attracted by what seemed a superficial challenge or sophistication rather than because of a genuine interest in the ideas expressed. Monitors saw talks on a variety of esoteric subjects which had very little sense of any input from the individual speaker. This lack of real engagement with the topic made it difficult for candidates to meet the audience needs.
- Tasks were often too open-ended, lacking a clearly defined purpose. Wide-ranging topics such as 'Class', 'Racism', 'Poverty', 'War' or 'Mental health' tended to lead to dry, factual accounts which candidates struggled to make engaging for the audience.
- Candidates aiming at higher grades fared better if their topics included an element of persuasion to help them organise their material effectively. For instance, there was an important distinction between an account of 'My life as a scout' or 'My favourite video game' and a focused talk defending the relevance of scouting in the 21st century or the benefits of gaming.
- The problem with unedited content was exacerbated this year by even greater reliance on material downloaded from the internet or simply generated by AI. Many candidates' talks shared features of speeches produced by AI, such as certain rhetorical flourishes at the beginning followed by lots of statistics and examples of case studies, often couched in quite technical and advanced vocabulary and accompanied by frequent definitions. Such talks outlined a wide range of ideas and different points, but these were not developed or fleshed out to make them convincing.
- This surface sophistication was further undermined when the candidates had not edited or shaped what they had downloaded and seemed unfamiliar with the material in their own speeches, struggling to pronounce the words or to read with conviction or real purpose. These presentations rooted in AI-generated material lacked the deft touches and keen audience awareness which comes from genuine interest in the topic or the careful preparation monitors saw from the most successful candidates.
- Many seemed unaware of the limitations of these sources and the problems caused by simply downloading facts or a ready-made speech which they had to present convincingly and then face questions about the ideas they had covered.

- AI and the internet can obviously be a very useful resource for researching topics but it is recommended that centres give candidates clear advice on how to use these tools and make the material their own.

Delivery and presentation

As noted in the past, candidates who had *written* effective speeches did not always demonstrate the audience awareness and presentation skills needed for Distinction grade in particular. At times candidates had been awarded the highest grade without meeting the criterion to '*use an effective range of strategies to engage the audience*'.

- Even more candidates this year simply read out speeches they had written, often in a monotone or with their eyes lowered and reliant on their scripts. This effectively turned Component 3 into an exercise in reading a piece of written work aloud rather than presenting their ideas and feelings using Spoken Language.
- This approach limited opportunities to demonstrate the effective range of strategies to engage their audience or even to meet their needs. While some candidates had practised reading in an engaging way, these were the minority. Most read too quickly or without the varied intonation or emphasis needed to indicate audience awareness. Some faltered over unfamiliar words or ideas which did not help their confidence levels and tended to make their delivery even more mechanical as they raced to finish.
- Monitors saw more evidence this year of candidates squinting to read from their phone screens even though this has been strongly advised against in feedback to centres. There were also examples of candidates who seemed at first not to be relying on scripted material, but it soon became clear from their stilted delivery that they were reading from screens behind the camera.
- Some candidates had tried to avoid reading from sheets of paper by using prompt cards and there were some outstanding examples of how to use this aide memoire with impressive confidence. However, when candidates simply transcribed the whole speech onto small cards, it completely defeated the object; reading the speech became more difficult as they could not always see the material clearly. Juggling so many cards often caused them to lose their place which only added to their nerves.
- Once again PowerPoint slides could be a hindrance as candidates often turned their backs to read from them which did not help demonstrate audience awareness. Some candidates spent a lot of time and effort preparing elaborate slides, overpopulated with text or flashing images and special effects, rather than practising the Spoken Language skills which were being assessed.
- Memorising the entire speech to avoid reading was also not a successful tactic even though it demonstrated considerable commitment from the candidate. These presentations often began well, with the speaker making eye contact and using gesture or varied emphasis to engage. Unfortunately, delivering scripted talks by heart proved very demanding, and when their memories let them down, nerves often set in, and the candidates' confidence suffered. The strain of trying to remember the next part of their speech meant they were not able to focus on strategies to engage the audience, and their delivery became more rapid and/or halting.
- This was never intended to be a memory exercise, or a theatrical performance and candidates are allowed to use any aids which help them deliver their ideas as a spoken language presentation. The most successful candidates found an effective middle ground between reading every word and using notes to prompt them when they needed it in speeches they had practised. Candidates need advice and time to practise delivering their presentations.

Environmental factors

Some candidates who were disadvantaged by having to deliver their presentations under unhelpful conditions.

- It was very difficult to demonstrate effective strategies to engage the listener when sitting in an office or empty classroom, a few feet from the teacher assessing them. Using the gym to carry out mass presentations at the same time also caused problems for nervous speakers, as did delivering a talk in the corridor or during a lesson while the rest of the class got on with other activities behind them.
- It was not surprising that candidates fared much better if they were able to present their ideas to an attentive audience in quiet, conducive surroundings.
- It also appeared that candidates were not always sure what a good presentation looked like and that their lack of familiarity with this sort of exercise may have made their assessment more daunting.

Advice to centres has consistently recommended that teachers use the standardising presentations as good examples. Discussing the strengths and weaknesses of CHARLOTTE or LAURA (Distinction), BETH or PHOEBE (Merit), CONNOR and ZAIN (Pass) can be a useful way to introduce the Spoken Language component, raising awareness of important factors in success, such as topic choice, presentation skills and dealing with questions.

Responding to feedback

Once again, monitors reported that a weak performance in the feedback section was the main reason for candidates' having been too generously assessed. All candidates must *'listen to and respond accordingly to questions or feedback'* on the ideas they express. This is a separate criterion in each grade and a mandatory part of the presentation as a whole. The feedback section is not an add-on, rather it is an integral part of the presentation.

- It was concerning to see that candidates were still being awarded Pass, Merit and even Distinction grades when there was no evidence on the recording that they had responded to any feedback. If they do not answer questions on their talk the candidates have not met even the requirements for a Pass grade and can only be recorded as Not Classified.
- The question-and-answer section was far too brief in many cases. After delivering quite impressive and engaging speeches, many candidates were left with less than a minute – or even thirty seconds - to listen to questions and give their responses, which must be suitably *detailed* for a Merit and include *perceptive development* for a Distinction. This was simply not feasible, meaning candidates had not met all the criteria and their grades were therefore not justified.
- In a small minority of cases, teachers were hurrying this part of the presentation, often prefacing their feedback with comments such as, 'Just one quick question...' or relying solely on the class for feedback and, when none was forthcoming, allowing the presentation to end without meeting this criterion.
- The quality of feedback was often a deciding factor, and many promising candidates were let down by poor questions which limited them to a straightforward, factual and brief response. As frequently pointed out in previous reports, this was where the teacher had to step in and ensure candidates had a chance to respond to suitably challenging questions with enough time to do it well. This did not always happen and some candidates who would have achieved a Distinction for their talk gave such brief, perfunctory responses to uninspiring questions that they met only Pass criteria.

- The solution to the challenges posed by the feedback section was **not** to prepare questions in advance. This was an approach adopted by more centres this year and overall wasn't successful. When candidates wrote their own questions to be read out by classmates or the teacher, they were not strictly '*listening to and responding to*' genuine feedback. Some helpful teachers followed up these prepared questions with spontaneous, probing ones which allowed the speaker to answer in a way which met the criteria. Without this, it was very difficult to claim that candidates who adopted this approach had '*listened to*' feedback and given '*perceptive*' responses.
- There was also an increase this year in candidates who not only wrote their questions but the answers too and then simply read them out. Given that candidates could use AI to write their speeches, questions and responses, it was more important than ever that they responded to real feedback. If they struggled to give detailed and thoughtful answers because they were not fully confident of their material, they should not have been awarded Distinction grades.
- Centres should be aware that candidates relying solely on rehearsed questions and answers, especially when they are simply read, will be unlikely to meet higher grade criteria as they are not listening and responding to genuine feedback on their presentation from the audience. This should be kept in mind when teachers are awarding higher grades in future.

It is strongly recommended that teachers emphasise the importance of the feedback section and help candidates develop strategies that will allow them to meet the criteria.

Assessment and preparing the sample for monitoring

- A significant number of teachers involved in awarding grades did not seem fully familiar with the competency model and the assessment criteria.
- There was also limited evidence in some centres that teachers had recently viewed the standardising exemplar presentations. They have been in place for a long time, and there might seem little need to watch them again. However, it is important teachers refresh their grasp of the standards which is why this is a requirement for teachers every year.
- Sometimes there was a lack of consistency in approach to task setting, set-up and assessment in some centres, especially those where grades had not been awarded correctly.
- In too many cases the sample had been incorrectly compiled, without the required number of presentations uploaded for a particular grade. Some centres had entered the same teacher initials next to all the candidates even when the candidates were clearly assessed under different circumstances and by different markers. Some files were incorrectly labelled, with confusion over names, and it would have been helpful to have the candidate's number clearly indicated on all files. There were also some examples where files had been edited which is prohibited for obvious reasons.
- Some recordings were so muffled or distorted that it was not possible to monitor the candidates' work. Monitors were very grateful to those teachers who had given thought to where to place the camera to ensure the candidates were fully audible.
- It is a good idea for one member of the team to be responsible for checking that the sample is complete, that all the uploaded files can be easily accessed and that the monitor can see and hear the candidates' work clearly.
- There was not always consistency in the assessment across the different teaching groups. This meant the sample did not demonstrate clearly the centre's standards which is the purpose of the monitoring process.

It is strongly recommended that the department appoints one person to take overall charge of Spoken Language, and a consistent approach is adopted, especially in relation to assessment.

Characteristics of successful presentations

Candidates tended to perform better when:

- they had been guided in **choosing their topic** by a teacher, opting for one which genuinely interested them with an appropriate level of challenge and a clearly defined purpose.
- they had **seen examples** of successful presentations which demonstrated effective strategies to engage the audience.
- they were **not solely reliant on reading** a written script.
- they had been advised on **how to use resources** such as the internet and AI to their advantage when researching and preparing their talk and apprised of the drawbacks of simply downloading unedited material.
- they had been encouraged to **practise** their presentation.
- they recognised the **importance of the question-and-answer** section as an integral part of the presentation and received advice on how to listen and respond to suitably challenging feedback on the ideas they had expressed.

A final word of congratulations from the monitoring team to all the candidates and their teachers who embraced the challenge of this component and worked hard to achieve a successful outcome. There are many different and unforeseen factors which can affect the smooth running of this component, but any discernible boost to candidates' self-esteem and confidence in expressing themselves is surely worth celebrating.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 2240 4288

Email: gcseenglish@eduqas.co.uk

Qualification webpage: [Eduqas GCSE English Language](#)

See other useful contacts here: [Useful Contacts | Eduqas](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.eduqas.co.uk/home/professional-learning/>

Regional Rep Team

Our regional team covers all areas of England and can provide face-to-face and online advice at a time which is convenient to you.

Get in contact today and discover how our team can support you and your students.

[Regional Support Team | Eduqas](#)

Eduqas Qualifications

We are one of the largest providers of qualifications for schools, academies, sixth form and further education colleges across England, offering valued qualifications to suit a range of abilities. Each and every one of our qualifications is carefully designed to engage students and to equip them for the next stage of their lives.

We support our education communities by providing trusted qualifications and specialist support, to allow our students the opportunity to reach their full potential.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk