

OCR

Oxford Cambridge and RSA

GCSE (9–1) English Language J351/01 Communicating information and ideas Sample Reading Insert

Date – Morning/Afternoon

Time allowed: 2 hours



You must have:

- The Question Paper



INSTRUCTIONS

- The materials in this READING INSERT are for use with the questions in Section A of the Question Paper.

INFORMATION

- This document consists of **8** pages. Any blank pages are indicated.

Details of text extracts:**Text 1**

Text: *Narrative of the Life of Frederick Douglass, an American Slave*

Author: Frederick Douglass (1845).

Text 2

Text: *President Obama's statement on the death of Nelson Mandela*

Author: Barack Obama (2013)

SPECIMEN

Text 1

This is an extract from Narrative of the Life of Frederick Douglass, an American Slave.

Douglass was born into slavery but eventually escaped. He became a powerful campaigner in the movement that resulted in all American slaves being freed. He wrote this account of his life in 1845. In this extract Douglass describes fighting back against his slave master, Mr Covey and Hughes, Mr Covey's assistant.

Long before daylight I was called to go and rub and feed the horses. I obeyed, and was glad to obey. But whilst thus engaged, Mr. Covey entered the stable with a long rope; and just as I was half out of the loft, he caught hold of my legs, and was about tying me. As soon as I found what he was up to, I gave a sudden spring, and as I did so, he holding to
5 my legs, brought me to the stable floor. Mr. Covey seemed now to think he had me, and could do what he pleased; but at this moment – from whence came the spirit I don't know – I resolved to fight; and, suiting my action to the resolution, I seized Covey hard by the throat.

He held onto me, and I to him. My resistance was so entirely unexpected, that Covey
10 seemed taken all aback. He trembled like a leaf. This gave me assurance, and I held him, causing the blood to run where I touched him with the ends of my fingers. Mr. Covey soon called out to Hughes for help. Hughes came, and, while Covey held me, he attempted to tie my right hand. While he was in the act of doing so, I watched my chance, and gave Hughes a heavy kick close under the ribs. This kick fairly sickened him, so that he left me
15 in the hands of Mr. Covey. This kick had the effect of not only weakening Hughes, but Covey also.

When he saw Hughes bending over with pain, his courage faltered. He asked me if I meant to persist in my resistance. I told him I did, come what might; that he had used me like a brute for six months, and that I was determined to be used so no longer. With that,
20 he strove to drag me to a stick that was lying just out of the stable door. He meant to knock me down. But just as he was leaning over to get the stick, I seized him with both hands by his collar, and brought him by a sudden snatch to the ground.

We were at it for nearly two hours. Covey at length let me go, puffing and blowing at a great rate, saying that if I had not resisted, he would not have whipped me half so much.
25 The truth was, that he had not whipped me at all.

I considered him as getting entirely the worst end of the bargain; for he had drawn no blood from me, but I had from him. The whole six months afterwards that I spent with Mr. Covey, he never laid the weight of his finger upon me in anger. He would occasionally say he didn't want to get hold of me again. "No," thought I, "you need not; for you will come off
30 worse than you did before."

This battle with Mr. Covey was the turning-point in my career as a slave. It rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood. It recalled the departed self-confidence, and inspired me again with a determination to be free. The satisfaction afforded by the triumph was a full compensation for whatever else
35 might follow, even death itself. He only can understand the deep pride which I experienced, who has himself repelled by force the bloody arm of slavery. I felt as I never felt before. It was a glorious resurrection, from the tomb of slavery, to the heaven of freedom. My long-crushed spirit rose, cowardice departed, bold defiance took its place. I now resolved that, however long I might remain a slave in form, the day had passed
40 forever when I could be a slave in fact. I did not hesitate to let it be known of me, that the white man who expected to succeed in whipping, must also succeed in killing me.

Text 2

Following the death of Nelson Mandela in December 2013, US President, Barack Obama, made this speech as a tribute. Nelson Mandela had risen from being a political prisoner in South Africa to being the country's first black President.

At his trial in 1964, Nelson Mandela closed his statement from the dock saying: "I have fought against white domination, and I have fought against black domination. I have cherished an ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for
5 and to achieve. But if needs be it is an ideal for which I am prepared to die."

And Nelson Mandela lived for that ideal, and he made it real. He achieved more than could be expected of any man. Today he has gone home. And we have lost one of the most influential, courageous, and profoundly good human beings that any of us will share time with on this earth. He no longer belongs to us- he belongs to the ages.

10 Through his fierce dignity and unbending will to sacrifice his own freedom for the freedom of others, Madiba¹ transformed South Africa- and moved all of us. His journey from a prisoner to a president embodied the promise that human beings- and countries- can change for the better.

15 His commitment to transfer power and reconcile with those who jailed him set an example that all humanity should aspire to, whether in the lives of nations or our own personal lives. And the fact that he did it with grace and good humour, an ability to acknowledge his own imperfections, only makes the man that much more remarkable. As he once said, "I am not a saint, unless you think of a saint as a sinner who keeps on trying."

20 I am one of the countless millions who drew inspiration from Nelson Mandela's life. My first political action, the first thing I ever did in politics was a protest against apartheid². The day he was released from prison gave me a sense of what human beings can do when they are guided by their hopes and not their fears.

25 To the people of South Africa, we draw strength from the example of renewal and reconciliation and resilience that have made you real. A free South Africa at peace with itself- that's an example to the world, and that's Madiba's legacy to the nation he loved.

¹ Madiba: a family name for Nelson Mandela

² Apartheid: a policy adopted by the South African government in which black people were classified as inferior to white people and segregated from them.

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GCSE (9–1) English Language

J351/01 Communicating information and ideas

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 2 hours

You must have:

- The Reading Insert



First name											
Last name											
Centre number							Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- There are two sections: **Section A** (Reading) and **Section B** (Writing).
- **Section A**: Answer **all** questions in this section.
- **Section B**: Answer **one** question in this section.
- Write your answer to each question on the question paper.
- If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do not write in the bar codes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- The Reading Insert is inside this document.
- Before you attempt to write any responses to Section A, give yourself enough time to read the two texts in the Reading Insert carefully.
- This document consists of **16** pages.

Section A**Reading information and ideas**

Answer **all** the questions in Section A.

You are advised to spend **one** hour on this section.

Question 1 is about **Text 1**, *Narrative of the Life of Frederick Douglass, an American Slave*.

1

- a)** Look again at lines 1–9. Give **two** quotations which show Douglass' reactions to what Mr Covey does.

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..... [2]

- b)** Explain the way Mr Covey's attitude towards Douglass changes in lines 1–18.

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..... [2]

Question 4 is about **Text 1**, *Narrative of the Life of Frederick Douglass, An American Slave* and **Text 2**, *President Obama's statement on the death of Nelson Mandela*.

4 'These texts are powerful because they show the importance of having freedom and strong personal beliefs.'

How far do you agree with this statement?

In your answer you should:

- discuss what you learn about the importance of having freedom and strong personal beliefs
- explain the impact of these ideas on you as a reader
- compare the ways ideas about freedom and personal beliefs are presented.

Support your response with quotations from **both** texts.

[18]

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Section B

Writing for audience, impact and purpose

Choose **one** of the following writing tasks.

You are advised to spend **one** hour on this section.

In this section you will be assessed on the quality of your extended response, these questions are marked with an asterisk (*). You are advised to plan and check your work carefully.

EITHER

- 5** Write a speech for your class in which you argue that violence is not the solution to conflict between people.

In your speech you should:

- explain why peaceful solutions are better than violent ones
- give some examples to support your argument
- convince your audience that violence does not solve conflict.

[40]*

OR

- 6** Write an article for a teenage magazine which gives advice to young people on how to cope with the pressures and stresses of modern life. You are not required to include any visual or presentational features.

In your article you should:

- identify some of the pressures and stresses that young people face
- suggest why these issues may be difficult to deal with
- explain some of the ways in which these can be managed.

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