

GCSE (9–1)

Candidate Exemplar Responses

ENGLISH LANGUAGE

J351

For first teaching in 2015

Communicating information and ideas

**Component 01
Section A: Reading**

Version 1



CONTENTS

SECTION A: READING INFORMATION AND IDEAS

SCRIPT A	5
Question 1	5
Question 2	6
Question 3	7
Question 4	8
SCRIPT B	9
Question 1	9
Question 2	10
Question 3	11
Question 4	12
SCRIPT C	13
Question 1	13
Question 2	14
Question 3	15
Question 4	16
SCRIPT D	18
QUESTION 1	18
Question 2	19
Question 3	20
Question 4	21

SCRIPT E	22
Question 1	22
Question 2	23
Question 3	24
Question 4	25
SCRIPT F	26
Question 1	26
Question 2	27
Question 3	28
Question 4	29
SCRIPT G	31
Question 1	31
Question 2	32
Question 3	33
Question 4	34
SCRIPT H	35
Question 1	35
Question 2	36
Question 3	37
Question 4	38

SCRIPT J

39

Question 1

39

Question 2

40

Question 3

41

Question 4

42

SCRIPT K

43

Question 1

43

Question 2

44

Question 3

45

Question 4

46

SECTION A: READING INFORMATION AND IDEAS

SCRIPT A

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does. [2]

1b) Explain the way Mr Covey's attitude towards Douglass changes in lines 1-18. [2]

Sample Answer

1a)

"I resolved to fight"

"I seized Covey hard by the throat"

1b)

Originally Covey believes he can tie up and abuse Douglass without any problem as Douglass was meant to be scared of him. But after Douglas fights back, Covey becomes afraid and submissive as he could see Douglas was physically and mentally stronger.

Commentary

Full marks. Note the apt use of vocabulary in (b): "tie up and abuse"; "afraid and submissive".

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?

Draw on evidence from **both** texts to support your answer.

[6 marks]

Sample Answer

They both shocked people with their determination to change. Douglass said “my resistance was so entirely unexpected, that Mr Covey...aback”. Mandela shocked millions with his determination.

They both fought for equality and liberation. Douglass physically attacked someone to prove that he wasn't inferior “I was determined to be used and longer” and by doing this, he was later enthused to help other slaves escape and to send a message to the captors.

Mandela fought by “sacrificing his own freedom for the freedom of others”. And he fought against “white domination... black domination” by campaigning to have everyone equal.

They both recognise that they could be proud of some of their actions on a global and personal level. Douglass describes the feeling of equality and freedom, and describes his boost in “self-confidence” and “manhood”. Mandela, by “acknowledge[ing] his imperfections” showed he was “much more remarkable”, he could see the world changing and although always thrived for more, was happy with his actions.

Commentary

Level 3. This is a clear and concise synthesis of the passage that moves from the literal to the conceptual. It works hard at a range of points: three are very convincing and well supported: the others less so, because they stray slightly outside the texts and become assertive. In the first Mandela point there is a lack of support.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

Obama uses strong imagery to show his feelings about Nelson Mandela. He says "his fierce dignity and unbending will to sacrifice..." to show how determined and admirable Mandela was. "Fierce" connotes strength and determination in order to promote how although Mandela made mistakes, he was able to move on. "Unbending" is used to make the reader feel in awe of his actions and his will and how Mandela always had a reason to do what he did. Obama wants this determination, the fire, to remain.

Obama uses anecdotes in order to connect Mandela's story with his own. "I am one of...drew inspiration from Nelson Mandela" is used to show how Mandela's actions impacted on him and maybe it was because of Mandela that Obama was also able to change the world. So this is used to show how much respect Obama has.

Obama also uses structure to show how he feels about Nelson Mandela and how this integrates into our lives. Obama firstly focuses on Nelson Mandela's actions and how he should be seen as a legend, using the power of three ("influential, courageous and profoundly good") to emphasise this. He then starts relating Mandela's actions to America and Obama's life to show he wants to respect Mandela and continue his legacy. Then he moves to the future which shows how he is so inspired by Mandela that we should unite to help more in the future.

Commentary

This is on the cusp of Level 5. This is better than 'developed' L4 but not a 'skilled, sophisticated appreciation' L6. There is a clear focus on language to start with, a detailed consideration of 'unbending'. Subject terminology is used with confidence: 'imagery'; 'connotation'; 'anecdote'; 'power of three'. The term 'anecdotes' is very general here but makes a link between Obama and Mandela and the mutual endorsement process the former works through. There is mention of 'power of three', again rather general, but also a careful consideration of structure 'looking forward/looking back' to conclude. Although this response sees the structure of the piece, it doesn't quite get the extent of its effects: it is 'reasonably detailed' rather than 'consistent and detailed'.

Level 6 would have needed a more detailed analysis of a wider and subtler range of language points: the repetition of 'fought against/domination'; use of rhyme 'ideal/ideal/real'; the echo of conjunctions used to start sentences 'but'...'and'; the short and enigmatic 'Today he has gone home'; 'Madiba' and its intended effects; alliteration 'renewal/reconciliation/resilience' and so on. Furthermore, the use of the long opening Mandela quotation which then forms the basis of Obama's words is the essential structural point that might have been investigated further.

Question 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 marks]

Sample Answer

Through these pieces of text I've learnt about how freedom something often taken for granted. Throughout both pieces the longing for freedom from people just like me is emphasised. Douglass describes his "determination to be free" on a personal level which makes the reader feel thankful for the freedom they have, and perhaps willing to take a stand for those with less freedom.

The story of Mandela is different as, although Mandela wanted freedom, he wanted society to be free more. Obama's speech highlights Mandela's "will to sacrifice... of others" to show selflessness which makes the reader feel grateful and inspired. The representation of freedom in both texts are different as Mandela gives up his own, whereas Douglass promotes determination in oneself to make a difference. But overall this determination for freedom for himself or others do make these pieces powerful.

The emphasis on having strong beliefs do make these pieces powerful, depending on what they are. Douglass describes physically fighting back "seized Covey hard by the throat" in order to show how he was so determined by his beliefs. Although this was admirable at the time, some would argue that it shouldn't be something to be "deeply proud of" because any sort of abuse is more common now, no matter who you are, violence is wrong. This is shown in Obama's speech as none of Mandela's connections with violent protests are mentioned, as it would lead people to think less of Mandela. But his will for equality was amplified and used to make the reader feel respect towards Mandela. So overall, personal beliefs do make these pieces powerful, however, the way Douglass projected the belief towards Mr Covey might not be popular in modern day society.

Overall I think these pieces are powerful because they show how important freedom is and how many of us take it for granted. I also think they're powerful as it teaches us to be courageous and strong in our beliefs and actions, but we should not resort to violence like Douglass did and feel so proud. Although Mandela has strong beliefs and used violence, he has the "ability to acknowledge his imperfections" which shows open-mindedness which is seen as mentally powerful.

Commentary

AO3: Level 5; AO4: Level 5. This isn't 'sustained/perceptive/considered' L6 but a little better than 'developed evaluative comments' L4. This response follows the bullet points. It compares and contrasts the different perspectives and provides an informed evaluation with persuasive textual references to support. It's a thoughtful personal response to the issues in the

passages informs a detailed evaluation of the ways in which they work. It clearly builds on the answer to Qs 2 & 3 in what

it compares and what it says. But the references, which might have been more acutely selected, need a little more integration into the personal response.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT B

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does. [2]

1b) Explain the way Mr Covey's attitude towards Douglass changes in lines 1-18. [2]

Sample Answer

1a)

"I gave a sudden spring."

"I seized Covey by the throat."

1b)

To begin with Mr Covey used a long rope to catch 'hold of Douglass' legs' in order to 'tie him up'. He is therefore fearless and is able to dominate Douglass. This contrasts with later when Mr Covey 'trembled like a leaf', a simile that presents him as being frightened by Douglass' resistance.

Commentary

Q1: Full marks - all very sound.

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?

Draw on evidence from both texts to support your answer.

[6 marks]

Sample Answer

The men are presented as sharing a common enemy. The metaphor of the 'bloody arm of slavery' in text 1, and the phrase 'white dominion' in text 2, reflect how the men were both forcefully controlled by others. Both men are shown as bravely resisting this oppression - the verb phrase 'repelled by force' describes Douglass and 'fought against' refers to Mandela. Finally, both men are presented as undergoing some form of transformation. The verbs 'rekindled' and 'revived' reflect how Douglass' fight with Covey filled him with new life, vigour and hope. Mandela underwent a similar renewal as reflected by the word 'renewal' and the fact that he 'reconciled' with those who jailed him. This suggests that he let go of any bitterness.

Commentary

Level 3. Concise and well done. Four similarities are given, three with evidence from both texts. This question assesses AO1ii so comments on use and effects of language ('This suggests...') are not rewarded here. Credit is given for apt use of evidence/quotes from the texts to support the points made.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

The way that Obama opens and closes the speech reflects how he feels about Mandela. He begins by quoting Mandela in his 1964 trial: 'I have cherished an ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities'. Obama has selected this in order to highlight Mandela's noble political aspirations. He then closes the speech by underscoring how Mandela achieved this dream 'he [made] it real' a free South Africa at peace with itself'. By ending his speech by echoing some of Mandelas' rhetoric, namely the adjective 'free', Obama underscores how Mandela was successful in helping to liberate South Africa from the oppression of Apartheid. It is therefore clear that Obama feels that Mandela is worthy of our respect. He also closes the speech by referring to 'Madiba's legacy'. Obama's use of Mandela's family name reflects how he feels reverential towards him, encouraging us to feel a similar amount of respect.

Obama feels that Mandela had a plethora of virtues that we should admire. For example, in the phrase 'renewal and reconciliation and resilience' Obama uses tricolon and alliteration to draw attention to the qualities that Mandela embodied: the ability to improve political discord; to make peace between people, and the capacity to recover quickly from difficulties. He later describes Mandela's 'fierce dignity' and 'unbending will'. These reflect how Obama feels that Mandela is worthy of our respect due to his strict moral code and determination. The latter is reinforced by the adjectives 'fierce' and 'unbending'.

Finally, it is clear that whilst Obama feels a sense of sadness about Mandela's death, he also feels reassured by it. He states: 'Today, he has gone home'. This euphemism suggests that, through death, Mandela has been returned to his family and to his nation. Perhaps Obama is able to draw strength from this suggestion as Mandela can now be at peace. Similarly, he adds: 'He no longer belongs to us - he belongs to the ages'. Obama's use of syntactic parallelism here reflects his feeling that Mandela will no longer be actively fighting on behalf of 'us', but rather will be immortalised in history.

Commentary

Level 5. This response gives detailed comments on language and structure. There are perceptive comments on the opening and closure of the speech in the first paragraph to suggest how the overall structure of the speech works to emphasise Mandela's achievements. Structure is also commented on at sentence level with the analysis of syntactic parallelism. The analysis of 'gone home' is good. The response could try to take the analysis further in the second paragraph looking at the specific connotations of 'fierce' and 'unbending', or the rhythm and emphasis provided by the tricolon.

Question 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 marks]

Sample Answer

Both texts suggest that being denied one's freedom can push people to commit morally questionable acts that are not in keeping with their usual personal beliefs. Firstly, text One focuses heavily on the instinctive almost primal need in Douglass to acquire personal freedom. When Covey attempts to tie him up at the start of the extract, Douglass describes how he responded aggressively: The violent verb phrase 'seized... hard'; noun phrase 'sudden spring', and later reference to 'blood' make him seem intimidating and almost animalistic to the reader. Some readers may find Douglass intimidating and it easy to forget that he is a victim of abuse, whilst others may be more sympathetic, realising that being denied freedom can make people desperate and drive them to commit sinful acts. Similarly, Text Two suggests that in Mandela's quest for freedom he was 'not a saint' and had 'imperfections'. Whilst the autobiographical nature of Text One means that Douglass is such more explicit and honest about his own violent behaviour, Obama offers far less detail about Mandela's immoral behaviour in his quest for freedom. This ambiguity is fitting as Obama is eulogising Mandela's life soon after his death.

Text One highlights how, for Douglass, beating Covey allowed him to regain a small amount freedom and 'revived in [him] a sense of [his] own manhood'. The reference of 'manhood' being 'revived' suggests that being denied his freedom has emasculated Douglass, taking away his sense of masculinity and therefore part of his identity. However, freedom restores this. The restorative effect of freedom is further highlighted by the phrase 'It was a glorious resurrection from the tomb of slavery to the heaven of freedom'. Here, the metaphor of a 'tomb' is used to describe slavery, suggesting that being denied liberty is a cold and isolating experience, like death itself, and we are therefore encouraged to sympathise with Douglass. In contrast, the reader then feels uplifted by optimistic words such as 'resurrection' and 'heaven' from the semantic field of Christianity, which reflect how, like Christ, a taste of freedom offers Douglass a kind of rebirth.

Similar to Text One, Text Two contains textual allusions to the bible suggesting that, just like Christ, Mandela 'sacrificed his own freedom for the freedom of others'. However, in contrast to Text One (which focuses on Douglass' own personal struggle), Mandela is presented as acting selflessly for the benefit of others which seems even more admirable to the reader. Text Two is also much more obvious in the way that it urges its readers/listeners to hold Mandela up as a paragon of virtue and of strong personal beliefs. It draws attention to 'his unbending will... [and]...his commitment...' and how these should provide 'an example that all humanity should aspire to...'. Thus, there reader feels that Mandela's dedication to the cause is something that we should all respect and try to emulate.

Commentary

AO3: Level 4; AO4: Level 4

This is a personal response to the texts with developed evaluative comments. It considers different interpretations, specifically with regards to Douglass' violent struggle. In its comparison of both texts, the response considers the different

forms of the texts and shows an understanding of audience and purpose. More comparative points and a focus on the impact of the ideas that the texts present would help to improve this response.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT C

Question 1

1 a) Look at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does.

[2 marks]

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

[2 marks]

Sample Answer

This candidate did not respond to question 1.

Commentary

Whilst it is important that candidates spend their time focusing on questions 2-4 of the Reading section, they should not forget about question 1.

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts? Draw on evidence from both texts to support your answer.

[6 marks]

Sample Answer

Both men share similarities in the facts of their lives. For example, both experienced physical hardship. Douglass describes how his master “caught hold of my legs and was about tying me” and also mentions the “bloody arm of slavery” whilst Mandela experienced a “journey from a prisoner to a president.” Their decision to fight against this harsh treatment is also a similarity. Douglas has a “determination to be free” and “determination to be used so no longer,” and Mandela “fought against . . . domination.” Both men were also prepared to die in their fight for freedom. Douglass states “whatever else might follow, even death itself” and Mandela states “an ideal for which I am prepared to die.” This shows they also both had great courage. Douglass describes how “cowardice departed, bold defiance took its place” and Mandela is described by Obama as being “courageous.” Through all these things they both became significant figures, Douglass being a “powerful campaigner” in the movement to free American slaves, and Mandela being “one of the most influential . . . human beings.”

Commentary

Level 3

This response gives five similarities between Douglass and Mandela. The points are perceptive and each is supported with clear, apt evidence from both texts. This is an example of a good response to this question.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

In his speech, Obama presents strongly positive feelings about Mandela, particularly admiration, respect and awe for Mandela's qualities and achievements.

This is most obvious in the language employed to describe Mandela throughout the speech, all of which is overwhelmingly positive. Adjectives such as "influential" "courageous" "good" "remarkable," nouns such as "fierce dignity" "unbending will" "commitment" "grace and good humour," and verbs such as "achieved" "transformed" "moved" "reconcile" all contribute to the feelings Obama is trying to convey.

Opening the speech with a quotation from Mandela himself shows Obama's admiration; he clearly feels that Mandela's words are more important than his own. The positive ideas contained in this opening suggest that Obama feels great respect for Mandela's ideals. Verbs such as "fought" and "cherished," and abstract ideas such as "harmony" and "equal opportunities" promote strong positive feelings in the listener.

Right throughout the speech, Obama makes his admiration clear in presenting Mandela as something of a 'super-man.' This starts when he describes how Mandela achieved "more than could be expected of any man." The following list of three positive adjectives emphasises this idea, when Mandela is described as "one of the most influential, courageous, and profoundly good human beings." Obama also uses language with Biblical overtones to continue his presentation of Mandela as 'super-man.' For example the phrases "that any of us will share time with on this earth" and "he belongs to all the ages", which almost invite comparison between Mandela and Jesus Christ.

In the middle of the speech, Obama tackles Mandela's life and achievements, again using language and sentence structure to express positive feelings. A good example of this would be, "unbending will to sacrifice his own freedom for the freedom of others" in which the repetition of "freedom" and the juxtaposition of "his own" versus "others" helps emphasise Obama's admiration. Many sentences in the speech employ this same technique of repetition and juxtaposition: "He no longer belongs to us – he belongs to the ages," "whether in the lives of nations or our own personal lives" and "My first political action, the first thing I ever did in politics" are all excellent examples of this.

Obama finishes by discussing Mandela's influence. By mentioning large scale groups ("all of us" "human beings- and countries" "lives of nations") right through to individuals ("our own personal lives") he emphasises that Mandela had an impact on everyone. When he discusses Mandela's impact on him towards the end of the speech, this firmly underlines Obama's own positive personal feelings about Mandela as he states explicitly that he "drew inspiration from Nelson Mandela's life." The strongly personal tone created by repetition of words such as "I" "My" "me" makes this the part of the speech that most strongly indicates Obama's feelings towards Mandela. It is therefore significant that this ends Obama's direct discussion of Mandela.

Commentary

Level 5.

This response picks up on many of the linguistic and structural elements of the speech. In the first couple of paragraphs, more could be made of the evidence from the text - the connotations of specific words, for example. The reference to 'the listener' in the third paragraph shows an understanding of the audience and purpose. The analysis of Mandela as a super-man figure is

perceptive and well developed. Structural elements are looked at at sentence level in terms of juxtaposition and the structural shift to Obama's personal view is implied. Further exploration of specific words and phrases and more explicitly on structure may help to improve this answer.

Question 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 marks]

Sample Answer

Both texts are undeniably on the theme of freedom, despite being written almost 200 years apart, and despite having different forms – one a speech and one a personal account. They are drawn together by their common perspectives – of black men (Douglass, Mandela, Obama) who are all commenting on the fight against white supremacy. The universal theme of freedom clearly prompts the expression of strong beliefs, as each text details the passion with which people pursue their dreams of liberty.

Having freedom is so important to Frederick Douglass, the American slave, that he is drawn into violence against his master. This attack is described in great detail as he causes “the blood to run” gives a “heavy kick under the ribs,” “seized him with both hands” and “brought him by a sudden snatch to the ground.” I found myself being drawn into the fight by this detail, and through this was able to understand how strongly Douglass must have felt about having freedom – that he was prepared to fight violently for it, and even risk “death itself.” Obama too expresses this desire to fight for freedom, even using the word “fought” when he quotes Mandela: “I have fought against . . . domination.” I found it powerful that like Douglass, Mandela also thought freedom was “an ideal for which I am prepared to die” and this again underlined how important having freedom was for these men. Obama describes this as “sacrifice” which I thought was a powerful word to sum up what these men were prepared to do.

Both texts show clearly the idea that having freedom is an instinctive urge – that it is something you cannot ignore. In the moment that he is about to be tied, Douglass “resolved to fight” even though he hasn’t thought about it up to this point. Later in his account he expresses this even more clearly when he says he will continue his resistance “come what might” since he is “determined to be used no longer” and has been filled with a “determination to be free.” This reiteration of the same idea had a powerful effect on me, showing Douglass’s strong beliefs about freedom. In Obama’s speech the same idea is present, although I thought it wasn’t as clearly stated. Obama speaks of how Mandela “lived for” the ideal of freedom and had a “commitment to transfer power.” “Commitment” obviously has a similar meaning to “determination” implying similar feelings in the two men. Obama also speaks of his own strong beliefs, which inspired him to his “first political action” against apartheid. I found this part of Obama’s speech very powerful because it made me think about how this fight is still going on today, and how everyone must continue to work towards freedom. This also had a big impact on me because of the inclusivity of “all human beings,” and the almost religious idea of being guided by “hopes” not “fears.”

However, I thought that the part of both texts which most clearly showed the importance of having freedom and strong personal beliefs was the last paragraph of Text 1. Here Douglass uses lots of very powerful imagery to describe the “turning-point in my career as a slave” – his fight with Covey. This part is very clever since Douglass constantly returns to the idea of coming back to life. First losing freedom is compared to a dying fire in the alliterative “rekindled the few expiring embers of freedom” which made me think of something nearly lost coming back to life like when you blow on a dying fire and it reignites. Following this is the line “glorious resurrection from the tomb of slavery, to the heaven of freedom” which uses language associated with death and rebirth, and also made me think of Christianity in echoing the story of Christ. Interestingly religious ideas are also present in Obama’s speech. He speaks of how Mandela will be important forever since he “belongs to the ages,” how he has “has gone home” instead of died which to me sounds like heaven, and in the language of “saints” and “sinners” to explore Mandela’s faults. Going back to the use of imagery in Text 1, in the paragraph being discussed there is also the personification of abstract ideas as people: “My long-crushed spirit rose, cowardice departed, bold defiance took its place.” When I read this I had the feeling of a battle between two states of being, with the outcome allowing another resurrection, this time of Douglass’s spirit. This very much echoes his message in the rest of the paragraph, that his strong beliefs in freedom have given him a new sense of manhood, and brought back human feelings such as “self-confidence” “satisfaction” and “deep pride.” I found this very affecting since the idea that slavery could take these feelings away from a person is very horrifying.

Overall the whole of Text 1 uses language that is much more dependent on imagery to give it power and impact on the reader. Because it is a personal story it has a much more narrative style than Obama’s speech, which is obviously more rhetorical and therefore contains more techniques suitable for this form, for example repetition and use of three. Personally I found the style and techniques of Douglass’s account much more powerful because they seemed written from the heart and were based on first-hand experiences. Despite the 19th Century language, I also found Douglass’s account much easier to follow and understand because stories are forms we are familiar with. Obama’s speech lacked power for me, because I was always aware that it was a speech (maybe with a political agenda) that expressed his view of another person, rather than discussed a personal experience in detail – he seemed a bit too removed from the fight for freedom himself. The most powerful bits of the speech were definitely where Mandela’s own words were quoted because these were clearly strong personal beliefs based on personal experiences of slavery and imprisonment. I found these more effective than Obama’s words and so they engaged me more. Maybe if I had heard the speech not read it, I might have been more affected since it was written to be received aurally, not on paper, but overall I definitely thought Douglass’s story was the more powerful exploration of the importance of having freedom and strong personal beliefs.

Commentary

AO3: Level 5; AO4: Level 6

This candidate sustains their evaluation of both texts in light of the statement. They consider how the texts achieve their purposes and provide a personal response as to which text has a greater impact on them. NB. It may be that candidates agree or disagree with the statement, or that they find one text more effective than the other: all approaches are valid but candidates should always consider the impact on the reader.

The second paragraph addresses each of the bullets, although the comparison has to be inferred.

In the fourth paragraph the points on language are used to support the evaluation. More work on comparative techniques may improve this response.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT D

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does.

[2]

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

[2]

Sample Answer

1a)

"As soon as I found what he was up to, I gave a sudden spring". "He held onto me, and I to him".

1b)

His attitude changes because he becomes more scared of Douglass and what he can do. Also, because of the fact that Douglass wasn't going to stop.

Commentary

1 mark for 1b). One of the correct points is included in 1a) but in a longer overall list.

The change in Covey's attitude is not fully explained in 1b).

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?

Draw on evidence from both texts to support your answer.

[6 marks]

Sample Answer

Firstly, both Mandela and Douglass were prepared to die for what they were fighting for. In text 2, it says "it is an ideal for which I am prepared to die". And in text 1, Douglass says "the satisfaction... even death itself". Also, another similarity is that they both started as a prisoner of some sort but eventually both escape. Text 1 says "Douglass was born into slavery but eventually escaped". And text 2 said "his journey from a prisoner to a president". Finally, both of them were fighting for equal rights and no racism, "the first thing I did in politics was protest against apartheid" was in text 2. Also, in text 1 it says "he became a powerful campaigner in the movement that resulted in all American slaves being freed".

Commentary

Level 2. Not quite 'a secure ability to synthesise appropriate ideas' but not far short of it. There is a clear awareness of some of the similarities with some support. They are prepared to die; they were prisoners; they fought for equal rights (although the support comes from the rubric rather than the passage in the latter case). An admirably concise answer which needed more detail and a slightly broader range.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

Firstly, Obama uses a quote in the opening sentence of his speech. He does this because he wants to start with something powerful. Also, he does this because in the next paragraph he has something to link to and refer back to, to back up what he is saying. "Nelson Mandela closed his statement from the dock saying:" shows us he's used a quote. Furthermore, Obama uses the power of three, a writing technique used when describing someone or something. "Influential, courageous and profoundly good", he uses this because it makes it easier to read, put an emphasis on the last word he uses, and generally sounds better. In addition, Obama says "All humanity should aspire to", he says this because it's a powerful statement and will make people think about him. Obama could've said something like 'he is a great role model' but that isn't as effective. Obama decides to end on a strong but simple statement, "Madiba's legacy to the nation he loved". He says this because it is true and it's simple but effective because the people listening will agree with him and it ends on a slightly happier note.

Commentary

Level 2/3. Most of this response provides a straightforward commentary on the use of language and structure. The comments on the effects of the use of quote, tricolon etc. are generalised and not developed. However, there is relevant use of subject terminology, 'power of three' and comments on the use of a 'strong but simple statement' show a broad awareness of structure. Acute analysis of a range of language choices and structural features would have pushed it into the higher bands.

Question 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 marks]

Sample Answer

I personally agree with most of the statement, however, I also have strong reasons not to. Firstly, I agree with the fact that it says these texts are powerful, purely because they are. When I was reading text 1 about Douglass being whipped and beaten up, it got me angry because that's not fair on him; what's he done to deserve this? "He caught hold of my legs, and was about tying me" is very powerful because imagine having that happen to you, it's not a very nice thought. Furthermore, I also strongly agree about the importance of having freedom, because with freedom there is less violence. People don't have to fight back against apartheid, people are more happy and the world is generally a better place. "A free South Africa at peace with itself - that's an example to the world", shows us that.

However, I do not fully agree that everyone should have strong personal beliefs. For example, Mr Covey from text 1, I do not believe should be allowed strong personal beliefs because look at what he did to Douglass. "If I had not resisted, he would not have whipped me half as much", backs this up because Douglass has done nothing wrong to deserve this. On the contrary, I believe some people should have strong personal beliefs, for example Nelson Mandela. In text 2, we get told about how without him the apartheid may never have stopped. "To sacrifice his own freedom for the freedom of others" shows us how powerful his strong personal beliefs were. Personal beliefs are presented as pretty much the same in both texts, because they are both standing up for black civil rights.

To conclude, the statement is mostly true, however some people cannot be trusted with strong personal beliefs such as Mr Covey in text 1

Commentary

AO3: Level 3, AO4: Level 4.

Some of this response begins to get into an informed critical evaluation but it is mostly 'developed'. AO3 is used quite effectively as a structure on which to base the evaluation of what is said in each text. There is a neat 'yes, but' in response to the statement which is later qualified by the consideration of Mr Covey. More of the same, along with precisely selected textual references might have improved the response.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT E

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does.

[2]

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

[2]

Sample Answer

1a)

"As soon as I found what he was up to, I gave a sudden spring" I resolved to fight; and suiting my action to the resolution, I seized Covey hard by the throat".

1b)

Mr Covey once thought that he could do whatever he likes with Douglass and he can treat him like cattle. Now he fears Douglass, as even the man who the story presents as tough (Hughes) is taken out so easily by Douglass.

Commentary

2 marks, for (b): the candidate makes the common error in (a) of lifting much more than is specifically required.

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?

Draw on evidence from **both** texts to support your answer.

[6 marks]

Sample Answer

Both Frederick Douglass and Nelson Mandela were willing to die for their causes. Mandela states that what he's fighting for is "an ideal for which I am prepared to die". While he isn't so explicit about wanting to die for his cause, Douglass does state that "the white man who expected to succeed in whipping, must also succeed in killing me". They both were greatly courageous as Nelson Mandela was described as such in his extract; he transformed from "a prisoner to a president" and he forgave the people who jailed him. Douglass also states that after the incident with his master, "cowardice departed, bold defiance took its place".

Commentary

Level 2. There is one developed and supported point about their willingness to die; and a less detailed, less well-supported point about courage. Hence L2: 'some ability to make connections'. More detailed points in greater depth would have pushed this response on another band.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

Obama used powerful language to express his feelings to Nelson Mandela. Words like “influential”, “courageous” and “profound” to describe Mandela; strong, powerful adjectives which are some of the most complementing in the English language.

Obama also uses an anecdote of how Mandela affected him personally. He states that his “first political action was fighting against apartheid” and he states that when Mandela was released from prison it gave him faith in humanity.

Power of three is also used twice in this extract: “influential, courageous and profoundly good”; “renewal and reconciliation and resilience”. Using this structure helps to engrave Obama’s compliments into the reader’s head as it creates a sort of rhythm to his writing that sticks with the reader more than just using those adjectives on their own.

Commentary

Level 3. This is ‘comment on’ with touches of ‘explain’ pushing it into Level 3. It shows understanding, but some comments on effects are general and assertive. So much more could have been done with the quotation to support ‘power of three’ in the last paragraph and a wider range of technical matters needed close consideration.

Question 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 marks]

Sample Answer

Both of these extracts are about people who strongly believe in what they're fighting for. As a result of this, they both break free of their social expectations and go on to be great people. Douglass states that his courage to fight against his master was like "a glorious resurrection from the tomb of slavery" and Mandela followed his dream and became a president after being a prisoner.

This is very inspirational for me as a reader, for I am still growing up and have many ambitions and what these stories have shown me is that, if I believe in what I can achieve, then I will succeed which gives me confidence in my ambitions.

These two extracts present the ideas of freedom and beliefs fairly differently. The extract from Douglass presents freedom as something you should fight for. He uses aggressive sounding words such as "determination" and "triumph", words that may be heard on a battlefield used to motivate soldiers. He also challenges people to disagree by saying "the white man who expected to succeed in whipping, must also succeed in killing me".

The extract about Mandela has the message that it's all about your reconciliation with your former enemies that will get you far in becoming free. Obama describes Mandela as "the example of renewal and reconciliation and resilience" as well as describing how his release from prison gave Obama faith in humanity. All of this strives to get across the message that the best way to achieve freedom is to make peace with those who strive to take it away from you.

Commentary

AO3: Level 3, AO4: Level 4. These are 'developed evaluative comments'. The commentary is more consistent and 'critical evaluation' is suggested at times. The comparisons are clear if rather general. The comments on Douglass's vocabulary work well to differentiate the common concept of fighting bravely; the challenge to the respective audiences is opened up and the idea of reconciliation shows a sense of continuity in the process of demanding freedom. The comparisons are increasingly implied rather than openly stated and there is significantly more room for thoughtful evaluation.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT F

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does.

[2]

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

[2]

Sample Answer

1a)

In the encounter with Mr Covey Douglass "gave a sudden spring" and "seized Covey hard by the throat".

1b)

Mr Covey became more scared of Douglass. Before he "seemed now to think he had me" but, after Douglass resisted, he "trembled like a leaf". This shows that Covey became more frightened after Douglass fought back as he didn't know he was capable of this.

Commentary

Full marks.

The candidate selects relevant evidence and interprets it appropriately. For 1a the candidate could simply copy out the two quotations and, for question 1b, the candidate should avoid repetition (Mr Covey became more scared, Covey became more frightened).

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?

Draw on evidence from both texts to support your answer.

[6 marks]

Sample Answer

Both Mandela and Douglass were prepared to die for the cause of stopping slavery. In his statement Obama reads a quotation from Mandela in which he said that he was "prepared to die" for his beliefs. This shows that he would never give up on his cause, even if he would be killed for it. The word "prepared" also shows that he would do all he can in his life to do this and that death would be the last sacrifice.

Likewise, Douglass said that "The satisfaction afforded by the triumph was a full compensation for whatever else might follow, even death itself". By this he means that, if he were to achieve being free from slavery or help others to do so, that "satisfaction" would outweigh the hardships he might go through; he was even prepared to die.

All in all, Mandela and Douglass were both prepared to die for their cause but they would try their best in their lives to achieve this.

Commentary

Level 2. The candidate explains the point very thoroughly and uses relevant evidence but tends to repeat the same points.

Only one point is made but the task requires at least two.

Analysis is not credited in this AO1ii question.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

Obama uses language and structure to convey his feelings about Nelson Mandela and they made his statement effective.

Firstly, he used his language to echo what Mandela said in a quotation. Mandela repeated the word **"ideal"**¹ in his quotation, and, in the next paragraph, Obama also repeated the word one more time to show his respect for Mandela. As a reader, each time the word "ideal" is mentioned, I think back and reflect upon what Mandela stood for and relate this to Obama and what he stands for in terms of racism. This connects the two characters and, therefore, I feel great respect for both Mandela and Obama. Moreover, Obama uses structure to show how he is mourning the death of Mandela. He uses a simple sentence to say that "today he has gone home". By this it means that Mandela has died and, by not covering this up with techniques, adjectives and a longer sentence, he has given respect to Mandela and his family. **Using more techniques would have disguised the fact that he died but, by addressing this fact directly,**² he recognises his death and, therefore, gives him more respect. As a reader, the sentence is so simple to reflect on the word "home" and feel sadness for his death but happiness that he is in a good place now as good places are associated with home.

In conclusion, Obama uses language and structure successfully in his statement and it conveys emotion for the audience just as he intended it to.

1. The candidate needs to explore more precisely what "ideal" suggests.

2. The candidate repeats the same idea twice.

Commentary

Level 2. The candidate's discussion of the word "ideal" is trying to engage with the language but is not clear enough about the significance the word is claimed to have. The second point is better but could have been made in fewer words with less repetition.

Question 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 marks]

Sample Answer

In my answer I will discuss the importance of “freedom and strong personal beliefs” and what I learn about this from each text. I will discuss how this impacts me as a reader and what techniques are used.³ Firstly, in Obama’s statement he talked about how Mandela would value freedom extremely highly and that he had an “unbending will to sacrifice his own freedom for the freedom of others”. This shows that he valued freedom so highly that it was worth more to have a number of others free than only himself. This shows the importance of freedom because Mandela had an “unbending will” to achieve this, and his personality was so strong that he held this in his heart and never let that philosophy go. **As a reader I respect and admire Mandela for doing this because it’s hard to truly put others before yourself**⁴ Likewise, Douglass shows the importance of freedom when he says that previous events had “rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood”. This **metaphor**⁵ demonstrates that Douglass was beginning to give up hope but his will to have freedom outweighed this and brought back his “manhood”. This shows the importance of freedom because, even when you’re giving up hope, the wish for freedom is never lost.

Obama shows how Mandela had “strong personal beliefs” when he comments that Mandela was an “influential, courageous and profoundly good human being”. This triplet or power of three emphasises how much Mandela achieved in his life. The word “influential” shows he had strong beliefs because he influenced the president and what he stands for, and many other people too. As a reader, when each attribute of Mandela’s is mentioned, I think of all the things he achieved in his lifetime and, if he did this by having strong beliefs, then strong beliefs are extremely important, and, if I had them, then perhaps I could achieve something amazing.⁶

Similarly, Douglass had strong personal beliefs. This is demonstrated when he says his encounter with Mr Covey “inspired me again with a determination to be free”. This shows his strong personal beliefs because such a little thing can ignite the desire to be free again. Because this is written in the past tense I know that this ignited desire did not burn out and that his strong beliefs continued to inspire him to become free. As a reader, I admire him for having “determination”. I think how this “determination” was enough for him not to give up, and what a strong person this must make him.⁷

3. Too general – some specific would be helpful but no quotations should be used in the introduction.

4. This is starting to go beyond the text.

5. Well spotted – but it needs to be explored.

6. This paragraph covers a lot but never clearly explains the point.

7. Good focus on the significance of specific details.

In conclusion, **in answer to the question “how far”, I agree with the statement completely.**⁸ These two influential texts both show the “importance of having freedom and strong personal beliefs” but in different ways. Douglass talks about how his encounter with Mr Covey re-ignited his desire to be free, whereas Obama talks about how Mandela was influential on his long fight for freedom. But, all in all, these texts are both extremely powerful and I agree with the statement.

8. Good attempt to engage with the stem of the question.

Commentary

AO3: Level 2, AO4: Level 4. The candidate makes several points of comparison between the two but does not explore them in enough detail.

The candidate chooses some suitable quotations and develops a detailed discussion including a clear awareness of the impact on the reader.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT G

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does.

[2]

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

[2]

Sample Answer

1a)

"- I gave a sudden spring"

"- I seized Mr Covey hard by the throat."

1b)

Mr Covey's attitude towards Douglass changes in lines 1-18 because there is a sense of fear between the two characters, also as Douglass had weakened Hughes it shows that Douglass is more powerful and is also more of a threat.

Commentary

1a): both marks: exactly what is wanted. One mark for (b) as the answer strays from Covey to Douglass.

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?

Draw on evidence from **both** texts to support your answer.

[6 marks]

Sample Answer

Douglass is courageous and brave as he stood up for himself and wasn't afraid. Mandela is also courageous and brave as he stood up to discrimination and had finally put an end to apartheid. Douglass wants peace and so does Mandela. This is shown as Douglass says "This battle with Mr Covey was the turning point in my career as a slave." This tells us that he has changed and wants peace between blacks and whites. On the other hand, Mandela wanted peace as he said in his speech "But if needs be it is an ideal for which I am prepared to die". This tells us that segregation is such a big issue in today's society that Mandela is prepared to die for equal rights.

Finally determination is one of the main characteristics shown by Douglass and Mandela. Douglass was determined to be free and treated respectfully. Also, Mandela was determined to fight against apartheid and as a result, became the first black president of South Africa.

Commentary

This response is on the cusp of Level 1 & 2. The reading of Douglass is insecure and the support wobbles. The final point about determination is better but should be supported with detail from the texts.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

Obama uses a lot of compliments to present his feelings about Mandela as he says “- he did it with grace and good honour...” this tells us that Obama really felt good about Mandela.

The structure of the speech is set out in date order, so he starts off with talking about 1964 then gradually builds up to 2013. This is effective as he is telling the public Mandela’s journey to ending apartheid and just thanking Mandela for ending segregation. He is trying to make the public view him as a freedom fighter and not a terrorist.

The language used is quite formal and Obama is trying to say things from society’s point of view.

The structure is quite formally presented as it is in paragraphs and the way different statements have an explanation is good and helps the reader to understand.

Linguistically, Obama tries to come to the same point as the reader and makes the reader think just like him. This is quite effective as the reader comes to terms with the writer and understands the aspects of the speech.

Commentary

Level 2. Like many answers in this band, this struggles to engage the detail of the text and is mainly assertion. The ending is rather obscure. The candidate has done well to spot structural elements of the speech (dates, use of paragraphs) but more could have been done with these, such as commenting on how the formal structure suits the audience and purpose. More is needed on linguistic elements.

Question 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 marks]

Sample Answer

I agree with this statement to an extent that in both texts they are fighting for freedom and it is important to have strong beliefs and self confidence,

However, in Text 1, Douglass is shown to be a threat and whilst these texts are powerful Douglass could be seen as quite violent which can infer that freedom and strong personal beliefs are not that important because he may feel that respect is more important than that.

Whereas, in Text 2, Mandela is seen as fighting for freedom and he shows the importance of strong personal beliefs. Text 2 is more powerful than Text 1 as it is shown from society’s point of view and not just one side of the story. In Text 1 the viewpoint is just Douglass’s whereas in Text 2 the viewpoint is from the public’s and Mandela’s point of view.

In Text 1 the use of language like “- it recalled the departed self confidence...” this tells us that self confidence has been an attribute to what makes the text powerful as the way it is written in the text and the language used makes the reader think and take in that information.

In Text 2 the use of language like “Through his fierce dignity and unbending will to sacrifice his own freedom for the freedom of others...” shows how important freedom was at that point in society. It shows that people would go through a lot of trouble for others. It shows how the society comes, fights and sticks together through thick and thin.

I have come to conclude that they (the texts) are important and freedom and strong personal beliefs make these texts powerful as people, the readers, start to understand the significance of freedom and strong personal beliefs.

Commentary

AO3: Level 3, AO4: Level 3. The opening attempts to evaluate Douglass struggle to make sense and are unsupported, but the contrasts noted in the second paragraph are better. It works at ‘impact on the reader’. This response has picked up on some potentially good points for critical evaluation, but these need to be developed. More textual detail would have helped consolidate what is said.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT H

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does.

[2]

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

[2]

Sample Answer

1a)

"I gave a sudden spring"

"But at this moment [...] I seized Mr Covey hard by the throat."

1b)

Mr Covey thought at the start of the extract that he could have his way with Douglass but after seeing Douglass resist in the way he did Covey's "courage faltered".

Commentary

Full marks: I've given the benefit of the doubt to the second point in (a) because of the way it is laid out. Nice concise part (b)

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?

Draw on evidence from **both** texts to support your answer.

[6 marks]

Sample Answer

Both Frederick Douglass and Nelson Mandela are both well respected for their resilience and their unwillingness to back down. The texts give examples of this: "inspired me again with a determination to be free", "I resolved to fight". These quotes show Douglass' sheer determination to not do as others wish and he'd rather fight than be taken advantage of. Another example is "it is an ideal for which I am prepared to die". This shows Mandela's persistence and sacrifice for what he believed in.

Commentary

Level 2. The first point is well made and is supported; the second is very limited: there is no reference to Douglass. More points/ similarities would have moved the response on.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

Obama uses both language and stylistic, structural devices to present his feelings about Nelson Mandela. For example, he refers to him as "Madiba" (a family name for Nelson Mandela) this shows how particularly important he was to Obama and makes his speech more emotive. Another example of how Obama uses language and structure to present his feelings is: he uses power of three: "grace, good humour and an ability to acknowledge his own imperfections." These examples show how Obama uses literary devices to show his emotions and feelings about the passing of his idol.

Commentary

Level 2. This is 'straightforward commentary' showing 'some understanding'. It works to make something of 'Madiba' and 'power of three' is exemplified, although the comments are assertive. To improve, the response needs more detail on the effects of both linguistic and structural elements.

Question 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 marks]

Sample Answer

I completely agree with this statement; these texts show us how important it is to stand up for what you believe in and fight for what is right. The texts show us how important this is and what the world would be like if people didn't stand up for what they believe in – we would still live in apartheid societies, slavery would still be rife, women wouldn't be able to vote, we would still live in an unequal world.

The texts tell you to never let anybody bend you to their will, never back down and to stand up and fight for what you think is right. Reading about the amazing feats of others give the reader confidence and encourages them to do as Douglass and Mandela did and fight for what is right, and maybe do as they did – change the world.

In text 1 standing up for your beliefs is presented differently to text 2: Douglass uses strength, force and violence to stand up for what he believes in, in this case fighting his “master” Covey. On the other hand, text 2 tells the story of Mandela fighting for what he believed in but peacefully in the form of protests and stand-ins.

Commentary

AO3: Level 1, AO4: Level 1. The comments are very general and mainly subjective. There is very little focus on the detail of the texts and perhaps the task hasn't been fully understood. The candidate needs to be much clearer about what is required here. Each bullet invites a different response to what has been read to help learners develop a stronger answer, and the response should be anchored in the two texts.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT J

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does.

[2]

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

[2]

Sample Answer

1a)

"As soon as I found what he was up to, I gave a sudden spring"

"I resolved to fight"

1b)

He started becoming aggressive towards Douglass and wanted to hurt Douglass.

Commentary

1 mark for 1a)'I resolved to fight'. The other point needs to be more concisely selected. The response to 1b) doesn't address change.

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?
Draw on evidence from both texts to support your answer.

[6 marks]

Sample Answer

"Inspired me with a determination to be free" and "will to sacrifice his own freedom for the freedom of others" show that Frederick Douglass and Nelson Mandela had both fought for freedom.

Commentary

Level 1. One clear and supported point on freedom: 'shows a little awareness.'

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

"His commitment to transfer power" using the word commitment shows that he didn't give up and had great faith in helping others. "And we have lost one of the most influential, courageous and profoundly good human beings." Obama is using words that inspire and are respectful about Nelson Mandela.

"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". Obama is saying how Nelson Mandela was guided by his hopes and did not fear about himself and stayed strong.

Commentary

Level 1. This response comments on the text using simple lifts. There is no attempt to analyse the effects of language or structure.

Question 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 marks]

Sample Answer

I've learnt that if you have strong personal beliefs you can achieve many things and change the world and your life. It inspires you to dream big and work hard for your dreams and goals in life.

Douglass fought for his freedom using violence and this gave him self confidence. Nelson Mandela also fought for freedom and they were both risking their own lives for their freedom. Both of their personal self beliefs are to do with being equal and stopping discrimination.

They both struggled and worked hard for their dreams but did not give up on their beliefs.

Commentary

AO3: Level 1, AO4: Level 1. This does attempt the task and the three bullets. The comments are straightforward but completely unreferenced. A little awareness of the impact of the texts on the reader is implied. Some direct evidence would have helped here.

SECTION A: READING INFORMATION AND IDEAS

SCRIPT K

Question 1

1a) Look again at lines 1-9.

Give two quotations which show Douglass' reactions to what Mr Covey does.

[2]

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

[2]

Sample Answer

1a)

"I resolved to fight"

"I seized Covey hard by the throat"

1b)

Mr Covey's attitude was that he wanted to hurt Douglass quite sneaky, however Douglass starts to fight and he panics and calls for help. Then his courage faltered.⁹

9. Shows clearly what Covey became like but not how he was at the beginning of these lines.

Commentary

3 marks. Full marks for 1a) and 1 mark for 1b). Covey's change in attitude is suggested as he 'calls for help', but it is unclear what Covey's attitude was at the start of this section and so the idea of change is not fully addressed.

Question 2

Frederick Douglass and Nelson Mandela were both respected for their strength of character.

What other similarities do Frederick Douglass and Nelson Mandela share in these texts?

Draw on evidence from **both** texts to support your answer.

[6 marks]

Sample Answer

Firstly Frederick Douglass says about how “the white man who expected to succeed in whipping me”. Similarly Obama tells us how Mandela “fought against white domination”. These are saying that it was always the “whites” controlling the “blacks”.¹⁰

Another way in which Douglass tells us his story is that he mentions his “freedom” after succeeding. Likewise Mandela says he would “sacrifice his freedom for the freedom of others”. This makes us feel sympathy for the “black” people and that freedom was a huge factor in both of these people’s lives.

Douglass tells us about how Covey’s “courage faltered”. Identically to Obama telling us how “courageous” Mandela was for making freedom for the blacks. I feel those link as they say about how courage can play a big part in freedom. This creates imagery that we can feel sympathy for both men and that they really want to emphasise their “freedom” cause.¹²

Finally Douglass tells us about how Covey “inspired” him. Similarly Obama tells us how Mandela brought “inspiration” to “countless millions”. This links to how we feel they inspired their people and what they do.

10. The relevance of this point is not made entirely clear.

11. Still vague about the precise link. The response moves into commenting on the effect/impact on the reader, which is not credited for this question. This question assesses AO1ii.

12. Not clear enough about how Douglass was courageous. Again, the response moves into commenting on the impact on the reader which is not credited here.

Commentary

Level 1. The candidate identifies some potentially relevant points (both fight for what they believe in, both are courageous and inspirational) but does not explain them clearly enough.

Question 3

Explore how Obama uses language and structure in this speech to present his feelings about Nelson Mandela.

Support your ideas by referring to the text, using relevant subject terminology.

[12 marks]

Sample Answer

Firstly Obama uses parallel phrasing. For example: "I have fought... and I have fought... I have cherished". He uses structure to emphasise the point of which he has done. He makes us create imagery as we could imagine all the great and wonderful things he has he has done.¹³

13. Subject terminology but unclear about effect.

Secondly Obama uses many personal pronouns in his speech. For instance, "I". He uses the language to really emphasise the point¹⁴ and what he thinks about this inspirational character.

14. But what is the point?

Another way in which Obama uses language is repetition like when he says "freedom for the freedom of others". This makes us really get the point¹⁵ that Obama is trying to get us to remember. He makes it really emphasise the point that Obama is trying to make.

15. As above

Next Obama uses alliteration in his speech. For instance, he says "renewal and reconciliation and resilience". He says this to make us really happy for what he has done for himself and his country. He does this by using language and really emphasises the point.

Obama also uses humour¹⁶ in his speech. He does this by saying, "My first political action, the first thing I ever did in politics, was a protest against apartheid". He uses language and structure to try and find some humour about this iconic man.

16. Not quite humour

Finally he uses intensifiers, for example, "inspiration".¹⁷ He uses this really make us be happy for what he has done for himself and his country. He does this by using language and really emphasises the point.

17. Inspiration is not an intensifier.

Commentary

Level 2. The candidate identifies some features of language and structure using subject terminology but not always accurately. There is some generalised comment about the effects of each example but it does not consider the specific ideas conveyed by each quotation.

Question 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 marks]

Sample Answer

I agree with this statement for many reasons. I feel they are both inspirational characters for what they have done for their country.

Firstly Douglass tells us about how he got “whipped” for believing for what he thinks is right. Identically, Mandela “fought against white domination” also to support his beliefs. As a reader we feel sympathetic for both men as they were put through hell to get what they want. These make the idea of freedom pop into our heads.¹⁸

18. A relevant point but not entirely clear.

Secondly Douglass tells us how after the incident the next “six months” he was a slave. Likewise to Mandela when he was jailed. They were both kept away for their beliefs and the wanting of freedom. The effect on the reader is that they feel sympathy and may really feel bad for doing this.¹⁹

19. Broadly relevant but slightly misunderstands the passage.

Another way Douglass does this is by saying about how he was stuck with no “freedom”. Like Obama he tells us how Mandela sacrificed “his own freedom for the freedom of others”. This makes the reader feel sympathy for both men locked away for standing up for what they believe. They make us think how pathetic it was and the racist culture America developed before Mandela.²⁰

20. Some relevance but confuses two separate points.

Douglass tells us about how his “self-confidence” helped him through his awful time as a slave. Contrasting to Obama’s thoughts on Mandela. “Fierce dignity” and “courage” helped him through his path to freedom and beliefs. This makes the reader feel happy for both Douglass and Obama and that he really wants to feel sympathy for the punishment they served.²¹

21. Implicitly relevant but not fully made clear.

They both also talk about how their “inspiration” and how that helped them to succeed. Obama says that Mandela’s “inspiration” for his strong beliefs is remarkable. Same as how Douglass tells us about he was “inspired” by Covey beating and torturing him and that may make him want to have freedom even more. This will make the reader feel happy for both these men for what they managed to achieve in their lives.²²

22. Although this repeat material from Q3 it has some relevance.

Douglass tells us about how he felt “deep pride” after standing up for what he believed in and his strong beliefs. Obama tells us how Mandela “achieved more than anyone could have expected from a man”. The reader feels happy for all what he succeeded in and what he done for his nation.²³

23. Not clear.

Douglass also says about how “it was a glorious resurrection” like Mandela says how he hopes “to live for and achieve” which he did. The reader will feel happy to have an impact on this and that he is good now and that everybody has the same rights as each other. This shows how their personal beliefs are presented about freedom and how they achieved it.

24. Becoming very vague.

Commentary

AO3: Level 1, AO4: Level 2. The candidate identifies potential points of comparison but does not explain them clearly. In this instance, comparing throughout may prevent him or her from getting to grips fully with either text.

The candidate makes straightforward comments about the impact of the text on the reader. Many points, however, are not clearly explained.



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2016 – This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

Copyright © OCR 2016. All rights reserved.

Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

ocr.org.uk/gcsereform OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2016 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.

Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

