



Oxford Cambridge and RSA

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

**Date – Morning/Afternoon**

Version 1.2

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)

**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, Madiba<sup>1</sup> 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 apartheid<sup>2</sup>. 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.

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<sup>1</sup> Madiba: a family name for Nelson Mandela

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

## Summary of updates

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Date	Version	Details
September 2020	1.2	Updated copyright acknowledgements.

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Copyright Information:

Douglass, F. (1845). Narrative of the Life of Frederick Douglass, an American Slave.

Barack Obama. (2013). Statement on the death of Nelson Mandela. available at: <http://www.whitehouse.gov/the-press-office/2013/12/05/statement-president-death-nelson-mandela>.

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## GCSE (9–1) English

### Language

J351/01 Communicating information and ideas

Sample Question Paper

**Date – Morning/Afternoon**

Version 2

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 **8** 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.

[Insert 2 answer lines]

[2]

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

[Insert 4 answer lines]

[2]

Question 2 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*.

- 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.

[Insert 10 answer lines]

[6]

Question 3 is about **Text 2**, *President Obama's statement on the death of Nelson Mandela*.

- 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]

[Insert 1 page of answer lines]

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]

[Insert 2 pages of answer lines]

**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.

**[40]\***

[Insert 6 pages of answer lines]

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**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) English Language**

**J351/01 Communicating information and ideas**

**SAMPLE MARK SCHEME**

**Duration: 2 hours**

**MAXIMUM MARK 80**



**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
  
6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
  
7. There is a NR (No Response) option. Award NR (No Response):
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. ‘can’t do’, ‘don’t know’)
  - OR if there is a mark (e.g. a dash, a question mark) which isn’t an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
  
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your Team Leader, use the telephone, email, or the scoris messaging system.
  
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
  
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning

## 12. Subject-specific Marking Instructions

**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the unseen texts
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**Rubric Infringement**

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

If a candidate has written two answers for Section B, mark both answers and award the highest mark achieved.

**ASSESSMENT OBJECTIVES**

Candidates are expected to demonstrate the following in the context of the content described:

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. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**WEIGHTING OF ASSESSMENT OBJECTIVES**

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid:

	% of GCSE (9–1)						Total
	AO1	AO2	AO3	AO4	AO5	AO6	
J351/01 <i>Communicating Information and Ideas</i>	6.25	7.5	3.75	7.5	15	10	50%
J351/02 <i>Exploring Effects and Impact</i>	2.5	11.25	3.75	7.5	15	10	50%
Total	8.75	18.75	7.5	15	30	20	100%

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide ‘correct’ answers. The Mark Scheme can only provide ‘best guesses’ about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners’ Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates’ responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates’ responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will

encounter answers which fall outside the 'target range' of Level of Response Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related notes on each question will help you to understand how the band descriptors may be applied. However, these comments do not constitute the mark scheme. They are some thoughts on what was in the setter's mind when the question was formulated. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 Candidates' answers should demonstrate knowledge and understanding of the texts. This knowledge will be shown in the range and detail of their references to the text. Re-telling sections of the text without commentary is of little or no value.



**INSTRUCTIONS TO EXAMINERS:****A INDIVIDUAL ANSWERS**

- 1** The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.
- 2** Using 'best-fit', decide first which set of Level of Response Band Descriptors best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.
  - **Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
  - **Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
  - **Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.
- 3** Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

**B TOTAL MARKS**

- 1** Transfer the mark awarded to the front of the script.
- 2** The maximum mark for the paper is **80**.

Question		Answer	Marks	Guidance
1	a	<p><b>SKILLS:</b> <b>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>one</b> mark each for any of the following, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• “I gave a sudden spring”</li> <li>• “I resolved to fight”</li> <li>• “I seized Covey hard by the throat”</li> </ul>	2	<p><b>Give two quotations which show Douglass’ reactions to what Mr Covey does.</b></p> <p><b>Accept</b> minor slips in quotations and quotations provided without quotation marks.</p> <p>Candidates must show that each quotation has been separately identified. <b>Do not accept</b> indiscriminate copying of longer quotations with the correct answer/s embedded.</p> <p>Award <b>one</b> mark if a candidate identifies two correct quotations as one answer. For example, if a candidate writes “I resolved to fight; and, suiting my action to the resolution, I seized Covey hard by the throat” as one answer, award <b>one</b> mark.</p>
1	b	<p><b>SKILLS:</b> <b>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>two</b> marks for an explanation which shows understanding of how Mr Covey’s attitude towards Douglass changes, e.g.</p> <p>At first Mr Covey thinks / is confident that he can control / dominate / beat / is in charge of Douglass but then he is surprised at Douglass’ resistance / scared of him / has to ask for help to control him / is less sure of his position as master over Douglass.</p> <p>Award <b>one</b> mark for an answer which addresses one aspect of Mr Covey’s attitude, e.g.</p> <ul style="list-style-type: none"> <li>• He is scared of Douglass</li> </ul> <p>Or provides <b>one</b> relevant quotation:</p> <ul style="list-style-type: none"> <li>• “Covey seemed all taken aback”.</li> </ul>	2	<p><b>Explain the way Mr Covey’s attitude towards Douglass changes in lines 1–18.</b></p> <p>Award <b>one</b> mark for answers which provide relevant quotations without an explanation of how Covey’s attitude towards Douglass changes, e.g.</p> <p>At first Covey thinks “he had him” but later “he trembled like a leaf”.</p>

## Question 2

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

What other similarities do Frederik Douglass and Nelson Mandela share in these texts? Draw on evidence from both texts to support your answer. (6 marks)

<b>AO1ii:</b> <i>Select and synthesise evidence from different texts.</i>	
Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.	
<b>Level 3 (5–6 marks)</b>	A detailed response which shows a secure ability to synthesise appropriate ideas and evidence from both texts, showing perceptive understanding of similarities between Douglass and Mandela, including conceptual ideas.
<b>Level 2 (3–4 marks)</b>	A response which shows some ability to make connections between ideas and evidence from both texts, showing clear awareness of similarities between Douglass and Mandela. The ideas and evidence selected may not be equal across both texts.
<b>Level 1 (1–2 marks)</b>	A response which shows limited ability to select and make connections between evidence from both texts, showing little awareness of similarities between Douglass and Mandela. The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts.
<b>0 marks</b>	No response or no response worthy of credit.
<b>Question 2 Guidance</b>	
Give credit for answers that synthesise evidence from both texts. Higher level responses will draw together and synthesise perceptive ideas, using appropriate evidence from both texts. Lower level responses will make straightforward connections between points and use some relevant evidence.	
Give credit for the quality of the response and the skill shown in the ability to synthesise appropriate ideas and evidence. Higher level responses will draw on conceptual ideas, such as 'courage' and 'dignity' whereas lower level responses will select and comment on more obvious features, such as 'both men have a hard life'.	
Candidates may refer to some of the following points:	

- Both Douglass and Mandela have experienced discrimination / harsh treatment:

**Examples of supporting evidence:**

Douglass: *"he had used me like a brute for six months"*

Mandela: *"his journey from a prisoner"*

- Both men have fought against slavery / the domination of one race:

**Examples of supporting evidence:**

Douglass: *"I was determined to be used so no longer"*

Mandela: *"I have fought against white domination"*

- Both men have strong ideals / hopes

**Examples of supporting evidence:**

Douglass: *"inspired me again with a determination to be free"*

Mandela: *"I have cherished an ideal of a democratic and free society"*

- Both men are very determined/prepared to die for their beliefs

**Examples of supporting evidence:**

Douglass: *"bold defiance took its place / must also succeed in killing me"*

Mandela: *"it is an ideal for which I am prepared to die"*

- Both men are very courageous

**Examples of supporting evidence:**

Douglass: *"my long-crushed spirit rose; cowardice departed"*

Mandela: *"one of the most influential, courageous"*

- Both men have great dignity

**Examples of supporting evidence:**

Douglass: *"I now resolved that however long I remained a slave in form, the day had passed forever when I could be a slave in fact"*

Mandela: *"Through his fierce dignity"*



## 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)

**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.

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

<b>Level 6 (11–12 marks)</b>	<ul style="list-style-type: none"> <li>• A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is consistent and detailed.</li> <li>• Precisely–selected and integrated subject terminology deployed to enhance the response.</li> </ul>
<b>Level 5 (9–10 marks)</b>	<ul style="list-style-type: none"> <li>• An analysis which demonstrates a perceptive understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is reasonably detailed and balanced.</li> <li>• Well–chosen subject terminology integrated into explanations.</li> </ul>
<b>Level 4 (7–8 marks)</b>	<ul style="list-style-type: none"> <li>• A developed explanation which shows a secure understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced.</li> <li>• Relevant terminology should be used to develop ideas.</li> </ul>
<b>Level 3 (5–6 marks)</b>	<ul style="list-style-type: none"> <li>• A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to language and structure but may not give a full explanation of the effects of both.</li> <li>• Some use of relevant subject terminology to support ideas.</li> </ul>
<b>Level 2 (3–4 marks)</b>	<ul style="list-style-type: none"> <li>• A straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects.</li> <li>• Some use of subject terminology, though it may not always be relevant.</li> </ul>

<b>Level 1 (1–2 marks)</b>	<ul style="list-style-type: none"> <li>• A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader.</li> <li>• Little or no use of subject terminology.</li> </ul>
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of credit.</li> </ul>

### Question 3 Guidance

Give credit for answers that link aspects of language and structure with how they are used to convey Obama’s feelings about Mandela, supported by close and relevant reference to the text.

Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text.

Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors.

Candidates may refer to some of the following points:

- the repeated use of *I* and *we* to show the importance of Mandela to Obama personally and also to society as a whole
- the use of “*Madiba*” to refer to Mandela which emphasises the personal relationship / affection Obama feels towards him
- the use of tricolons (series of three words or phrases) for emphasis and rhetorical impact e.g. “*the most influential, courageous and profoundly good*”
- the use of antithesis / balanced sentences for contrast and emphasis, e.g. “*He no longer belongs to us – he belongs to the ages*”
- the use of different sentence lengths and structures e.g. “*Today he has gone home*” is deliberately short and stark to convey Obama’s grief at the end of Mandela’s life
- the use of abstract nouns / high flown language to create an elevated tone, and demonstrate Obama’s respect for Mandela, e.g. “*freedom*”, “*hopes*”, “*fears*”, “*reconciliation*” etc.
- the deliberate use of Mandela’s own words to begin the speech, allowing him to speak for himself / foregrounding what Mandela himself said
- the presentation of Mandela’s exceptional achievements and the universal sense of loss experienced at his death, summed up in the second paragraph
- the summary of Mandela’s life and what he did, “*his journey from a prisoner to a president*” in paragraphs 3 and 4
- the balanced presentation of Mandela as “*an example that all humanity should aspire to*” with recognition that he also had an “*ability to acknowledge his own imperfections*”



- the shift in the penultimate paragraph to focus to the personal inspiration Obama derived from Mandela, a feeling which he sees as being shared worldwide
- the way the ending refers to Mandela's legacy to the world, and links back to the opening of the speech.

**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).

SKILLS:

Mark the response out of 12 marks (AO4) **and** out of 6 marks (AO3) using the two sets of level descriptors below; add the two marks together to award a total mark out of 18.

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.			
<b>AO4 (12 marks)</b> Evaluate texts critically and support this with appropriate textual references.		<b>AO3 (6 marks)</b> Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.	
<b>Level 6 (11–12 marks)</b>	<ul style="list-style-type: none"> <li>• A sustained critical evaluation demonstrating a perceptive and considered response to the statement and a full explanation of the impact of the texts on the reader.</li> <li>• Comments are supported by apt, skilfully selected and integrated textual references.</li> </ul>	<b>Level 6 (6 marks)</b>	A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed.
<b>Level 5 (9–10 marks)</b>	<ul style="list-style-type: none"> <li>• An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader.</li> <li>• Comments are supported by persuasive textual references.</li> </ul>	<b>Level 5 (5 marks)</b>	A sustained comparison of writers' ideas and perspectives and how they are conveyed.
<b>Level 4 (7–8 marks)</b>	<ul style="list-style-type: none"> <li>• A response with developed evaluative comments addressing the statement and some comments about the impact on the reader.</li> <li>• Comments are supported by well-chosen textual references.</li> </ul>	<b>Level 4 (4 marks)</b>	A developed comparison of writers' ideas and perspectives and how they are conveyed.

<b>Level 3 (5–6 marks)</b>	<ul style="list-style-type: none"> <li>• A response with clear evaluative comments and some awareness of the impact on the reader.</li> <li>• Comments are supported by appropriate textual references.</li> </ul>	<b>Level 3 (3 marks)</b>	A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed.
<b>Level 2 (3–4 marks)</b>	<ul style="list-style-type: none"> <li>• A response with straightforward evaluative comments and a little awareness of the impact on the reader.</li> <li>• Comments are supported by some appropriate textual references.</li> </ul>	<b>Level 2 (2 marks)</b>	A response which identifies main points of comparison between writers' ideas and perspectives.
<b>Level 1 (1–2 marks)</b>	<ul style="list-style-type: none"> <li>• A limited description of content.</li> <li>• Comments are supported by copying or paraphrase.</li> </ul>	<b>Level 1 (1 mark)</b>	A response which makes simple points of comparison between writers' ideas and perspectives.
<b>0 marks</b>	• No response or no response worthy of credit.	<b>0 marks</b>	No response or no response worthy of credit.
<b>Question 4 Guidance</b>			
<p>This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3). Candidates may construct their answer in response to the bullet points in combination, and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3. Give credit for critical evaluation of 'how far' the candidate agrees with the statement that the texts are powerful. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text to be more powerful than the other.</p>			
<p><b>Candidates may evaluate these ideas in response to AO4:</b></p> <ul style="list-style-type: none"> <li>• the emotive, personal and inspirational impact of the texts, presenting ideas which have historical importance and universal resonance</li> <li>• the courage and determination of Douglass and Mandela, even when facing death</li> <li>• the idea that one can be a slave in "form" but not in "fact" if you hold strong beliefs is a powerful one</li> <li>• the evidence that man can rise above the most harsh and inhumane treatment when "guided by their hopes and not their fears" has an impact on the reader as they may relate it to their own or others' experiences</li> <li>• Mandela's commitment to reconciliation and humanity is inspiring, as is his ability to "acknowledge his own imperfections"</li> <li>• Mandela's "unbending will to sacrifice his own freedom for the freedom of others" is powerful as it shows the struggle for freedom is for everyone, not just some individuals</li> </ul>		<p><b>Candidates may compare these points in response to AO3:</b></p> <ul style="list-style-type: none"> <li>• the similarity between the two texts as intended for a public audience and encompassing a passionate message about the struggle for freedom, while being in contrasting forms – an autobiography and a speech, written in different centuries</li> <li>• the contrast between Douglass' personal experience of slavery and how this has impacted on his view of freedom and Obama's political view, informed by Mandela's example</li> <li>• the link in viewpoint between Douglass, Mandela and Obama as black men who have championed the cause of freedom in their respective ways</li> <li>• the contrast between the narrative episode at the beginning of Text 1 which exemplifies a turning-point in Douglass' life and leads into a reflective, discursive section on freedom from slavery, and the movement from</li> </ul>	

<ul style="list-style-type: none"> <li>the importance of heroic / inspirational figures and the necessity of fighting for individual beliefs and principles is shown by the long struggle both men endure</li> <li>the violence involved in fighting slavery, literal and metaphorical has a strong impact on the reader; in the first text it is an ongoing battle and in the second text the emphasis is on the benefits of having won this battle with reference to “reconciliation” and “peace”</li> <li>the final paragraph of Text 1 from ‘the turning-point’ uses powerful imagery and language to show the importance of freedom, e.g. “bloody arm of slavery”, “glorious resurrection”, “heaven of freedom”</li> <li>the texts have a strong impact on the reader because of the powerful use of abstract nouns and rhetorical features such as tricolons (series of three words / phrases) and antithesis</li> <li>the importance of freedom is emphasised to strong effect through the use of Christian / religious imagery in the texts: “It was a glorious resurrection from the tomb of slavery to the heaven of freedom”; “I am not a saint”.</li> </ul>	<p>Mandela’s own words to Obama’s tribute to him and recognition of his legacy</p> <ul style="list-style-type: none"> <li>the narrative style of much of the first text, “Long before daylight ...”, contrasted with the rhetorical style of the second “And Nelson Mandela lived for that ideal, and he made it real”</li> <li>the use of 19<sup>th</sup> century words and phrases in the first text e.g. “<i>thus</i>”, “<i>about tying me</i>”, “<i>from whence came the spirit</i>” and the rhetorical features in the second: “<i>My first political action, the first thing I ever did in politics</i>”.</li> </ul>
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### Question 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 marks)

OR

### Question 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. (40 marks)

*SKILLS:*

Mark the response out of 24 marks (AO5) **and** out of 16 marks (AO6) using the two sets of level descriptors below; add the two marks together to award a total mark out of 40.

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.			
<b>AO5:</b> <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i>		<b>AO6:</b> <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i>	
<b>AO5:</b> <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i>			
<b>Level 6 (21–24 marks)</b>	<ul style="list-style-type: none"> <li>The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5)</li> <li>Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5)</li> </ul> <p>There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects. (AO5)</p>		
<b>Level 5 (17–20 marks)</b>	<ul style="list-style-type: none"> <li>The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5).</li> <li>There is a sustained use of tone, style and register to fulfil the purpose of the task. (AO5)</li> <li>There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5)</li> </ul>		
<b>Level 4 (13–16 marks)</b>	<ul style="list-style-type: none"> <li>The form is adapted to show a clear understanding of purpose and audience. (AO5)</li> <li>Tone, style and register are chosen to match the task. (AO5)</li> <li>There is a well-managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5)</li> </ul>	<b>Level 4 (13–16 marks)</b>	<ul style="list-style-type: none"> <li>An ambitious range of sentence structures is used to shape meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects. (AO6)</li> <li>Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6)</li> </ul>
<b>Level 3 (9–12 marks)</b>	<ul style="list-style-type: none"> <li>The form is sustained and shows clear awareness of purpose and audience. (AO5)</li> <li>Tone, style and register is appropriate for the task, with some inconsistencies. (AO5)</li> <li>There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. (AO5)</li> </ul>	<b>Level 3 (9–12 marks)</b>	<ul style="list-style-type: none"> <li>A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity. (AO6)</li> <li>Vocabulary is sometimes ambitious and used convincingly for purpose and effect. Spelling, including complex regular words, is accurate; there may be occasional errors with irregular and ambitious words. (AO6)</li> </ul>

<b>Level 2 (5–8 marks)</b>	<ul style="list-style-type: none"> <li>The form, which is mostly appropriate for purpose and audience, is generally maintained. (AO5)</li> <li>There is an attempt to use a tone, style and register appropriate to the task. (AO5)</li> <li>There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5)</li> </ul>	<b>Level 2 (5–8 marks)</b>	<ul style="list-style-type: none"> <li>A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors. (AO6)</li> <li>Vocabulary is appropriate and shows some evidence of being selected for deliberate effect. Spelling is generally accurate with occasional errors with common and more complex words. (AO6)</li> </ul>
<b>Level 1 (1–4 marks)</b>	<ul style="list-style-type: none"> <li>There is some attempt to use a form appropriate for purpose and audience. (AO5)</li> <li>There is a limited attempt to use a tone, style and register appropriate for the task. (AO5)</li> <li>There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. (AO5)</li> </ul>	<b>Level 1 (1–4 marks)</b>	<ul style="list-style-type: none"> <li>Simple sentences are used with some attempt to use more complex structures. Some punctuation is used but there is a lack of control and consistency. (AO6)</li> <li>Vocabulary is straightforward and relevant with mostly accurate spelling of simple words. (AO6)</li> </ul>
<b>0 marks</b>	<ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> </ul>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> </ul>

**Mark Scheme Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>AO5</b>	<b>AO6</b>	<b>Total</b>
<b>1a</b>	2	0	0	0	0	0	2
<b>1b</b>	2	0	0	0	0	0	2
<b>2</b>	6	0	0	0	0	0	6
<b>3</b>	0	12	0	0	0	0	12
<b>4</b>	0	0	6	12	0	0	18
<b>5/6</b>	0	0	0	0	24	16	40
<b>Totals</b>	<b>10</b>	<b>12</b>	<b>6</b>	<b>12</b>	<b>24</b>	<b>16</b>	<b>80</b>

## Summary of updates

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Date	Version	Change
March 2019	2	We've changed the format of our mark schemes to make them easier to use whilst marking. However <b>none</b> of the mark scheme requirements have changed and <b>no</b> text has been altered between this mark scheme and version 1 of our mark scheme.