

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Friday 23 May 2025 – Morning

GCSE (9–1) English Language

J351/01 Communicating information and ideas

Time allowed: 2 hours

plus your additional time allowance

YOU MUST HAVE:
the Insert (with this document)

Please write clearly in black ink.

Centre number

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Candidate number

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First name(s) _____

Last name _____

READ INSTRUCTIONS OVERLEAF



INSTRUCTIONS

Use black ink.

Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.

Answer ALL the questions in Section A and ONE question in Section B.

Use the Insert to answer the questions in Section A.

INFORMATION

The total mark for this paper is 80.

The marks for each question are shown in brackets [].

Quality of extended response will be assessed in questions marked with an asterisk (*).

ADVICE

Read each question carefully before you start your answer.

Read the Insert carefully before you start your answers to Section A.

SECTION A

Reading information and ideas

You should spend about 1 HOUR plus your additional time allowance on this section.

Question 1 is about TEXT 1, 'Narrative of the Life of An American Slave' by Frederick Douglass.

1 Look at lines 1–16.

(a) Give TWO phrases that describe what Mrs. Auld taught Frederick Douglass.

1 _____

2 _____

[2]

(b) Give ONE phrase which describes what Mr. Auld did when he found out.

[1]

(c) Explain ONE way Mr. Auld thinks learning to read would harm Frederick Douglass.

[1]

Question 2 is about TEXT 1, ‘Narrative of the Life of An American Slave’ by Frederick Douglass and TEXT 2, ‘Ex Libris’ by Michiko Kakutani.

2 Both writers describe their thoughts and feelings about reading.

What are the similarities between their thoughts and feelings?

Draw on evidence from BOTH texts to support your answer. [6]

Question 3 is about TEXT 2, ‘Ex Libris’ by Michiko Kakutani.

3 Look at lines 20–48.

Explore how Michiko Kakutani uses language and structure to describe the ways books affect people.

Support your ideas by using relevant subject terminology. [12]

[illegible]

[illegible]

Question 4 is about TEXT 1, ‘Narrative of the Life of An American Slave’ by Frederick Douglass and TEXT 2, ‘Ex Libris’ by Michiko Kakutani.

- 4 ‘Both texts show the surprising ways that other people helped the writers to read.’**

How far do you agree with this statement?

In your answer you should:

discuss what we learn about how people helped the writers

explain how far you agree that the help the people gave was surprising

compare the ways the texts present the surprising ways that other people helped the writers to read.

Support your response with quotations from TEXT 1 and TEXT 2. [18]

[illegible]

[illegible]

[illegible]

[illegible]

SECTION B

Writing for audience, impact and purpose

Choose ONE of the writing tasks.

You should spend about 1 HOUR plus your additional time allowance on this section.

In questions marked with an asterisk (*) you will be assessed on the quality of your extended response. You should plan and check your work carefully.

EITHER

- 5* Write a letter to a headteacher advising them how to encourage their students to read.**

You should:

**explain why some students do not spend time reading
describe the benefits of reading for students
advise the headteacher how to encourage students to read. [40]**

OR

- 6* Write a speech persuading young people to take part in an activity that brings together people from different backgrounds.**

You should:

**describe the activity you want to do
explain how this activity will bring together people from different backgrounds
persuade other students to help you organise this activity. [40]**

Write the number of the question you have chosen to answer.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

END OF QUESTION PAPER

EXTRA ANSWER SPACE

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.



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