



Oxford Cambridge and RSA

Friday 23 May 2025 – Morning

GCSE (9–1) English Language

J351/01 Communicating information and ideas

Time allowed: 2 hours



You must have:

- the Insert (inside this document)



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined page 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 (*).
- This document has **16** pages.

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** on this section.

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

1 Look at lines 1–9.

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

1

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2

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[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.

.....

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[1]

What are the similarities between their thoughts and feelings?

[6]

[illegible]

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

[12]

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

How far do you agree with this statement?

- 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.

[18]

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

Section B**Writing for audience, impact and purpose**

Choose **one** of the writing tasks.

You should spend about **1 hour** 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.

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This image shows a blank sheet of white paper designed for writing. It features a series of evenly spaced horizontal blue lines across its entire width. A single vertical red line runs down the left side, creating a narrow margin. The paper is otherwise completely empty, with no text or markings.

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