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|  | |  |  | | --- | --- | | **English Language GCSE**  Yr 10\_Example Paper 2\_GCSE English Language\_J351 shared Testbuilder | **OCR** | | Please note that you may see slight differences between this paper and the original.  Candidates answer on the Question paper.  **OCR supplied materials:** Additional resources may be supplied with this paper.  **Other materials required:** •   Pencil •   Ruler (cm/mm) | **Duration:** 30 mins | |  | | |  |

## INSTRUCTIONS TO CANDIDATES

•   Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.  
•   Use black ink. HB pencil may be used for graphs and diagrams only.  
•   Answer **all** the questions, unless your teacher tells you otherwise.  
•   Read each question carefully. Make sure you know what you have to do before starting your answer.  
•   Where space is provided below the question, please write your answer there.  
•   You may use additional paper, or a specific Answer sheet if one is provided, but you must clearly show your candidate number, centre number  
    and question number(s).

## INFORMATION FOR CANDIDATES

•   The quality of written communication is assessed in questions marked with either a pencil or an asterisk. In History and Geography   
    a *Quality of extended response* question is marked with an asterisk, while a pencil is used for questions in which *Spelling, punctuation and  
    grammar and the use of specialist terminology* is assessed.  
•   The number of marks is given in brackets **[ ]** at the end of each question or part question.  
•   The total number of marks for this paper is **8**.  
•   The total number of marks may take into account some 'either/or' question choices.

**1(a).**

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| **Reading information and ideas** |

(See also **Insert for J351/01, November 2017**, or the text below.)  
  
This question is about the **Text**, Trafalgar: An Eyewitness History.

|  |  |
| --- | --- |
| **Text: adapted from Trafalgar: An Eyewitness History** | |
| The British navy defeated the French navy at Trafalgar in 1805. After the battle, a British ship rescued  French survivors from the sea. A British naval officer gives his eyewitness account of one of those  rescues. | |
|  | |
| On the morning after the action I had charge of the deck when another boatload of these poor |  |
| prisoners of war came alongside, all of whom, with one exception, were naked. The exception, |  |
| clothed in an old jacket and trousers without shoes, stocking or shirt, at once attracted my |  |
| attention and, on asking some questions on the subject, I was answered that the prisoner was |  |
| a woman. | 5 |
|  | |
| I lost no time in introducing her to my messmates as a female requiring their compassionate |  |
| attention. I made a collection of all the articles of clothing which could be procured to complete |  |
| a more suitable wardrobe. These, with my ditty bag, which contained needles and thread, |  |
| being placed at her disposal, she, in a short time, appeared in a very different, and much more |  |
| becoming costume. | 10 |
|  | |
| Jeanette, which was the only name by which I ever knew her, then told me the circumstances. She said she was stationed during the action below the ship’s gun to assist in handing up the gunpowder, which employment lasted till the surrender of the ship. |  |
|  | |
| When the firing ceased, she endeavoured to get up to the main deck to search for her husband, |  |
| but the ladders having all been removed, or shot away, she found this impracticable; and, just at | 15 |
| this time, an alarm of fire spread through the ship so that she could get no assistance. The fire |  |
| originated on the upper deck and gradually burnt downwards. Her feelings upon this occasion |  |
| cannot be described but death from all quarters stared her in the face. |  |
|  | |
| She remained wandering to and fro upon the lower deck, among the mangled corpses of the |  |
| dying and the slain, until the guns from the main deck actually fell through the burnt planks. Her | 20 |
| only refuge then was the sea. Having divested herself of her clothes, she soon found herself |  |
| struggling with the waves and, providentially finding a piece of cork, she was enabled to escape |  |
| from the burning ship. |  |
|  | |
| A man, shortly afterwards, swam near her, and, observing her distress, brought her a piece of |  |
| plank, about six feet in length, which, being placed under her arms, supported her until a boat | 25 |
| approached to her rescue. Her sex was no sooner made known than the men, whose hearts |  |
| were formed of the right stuff, quickly supplied her with the articles of clothing in which she first |  |
| made my acquaintance. She was much burnt about the neck, shoulders and legs, by the molten |  |
| lead, and when she reached our ship, was more dead than alive. |  |
|  | |
| The fate of her husband was unknown. Jeanette had not seen him since the commencement | 30 |
| of battle, and he was perhaps killed, or had perished in the conflagration. Still the worst was |  |
| unknown to her, and a possibility existed that he was yet alive. All her enquiries were, however, |  |
| unattended with success. |  |

Look again at lines 1–5.  
  
Give **two** ways that **one** of the prisoners of war was different from the others.

**[2]**

**(b).** Look again at lines 6–10.  
  
Explain **two** ways the British officer showed ‘compassionate attention’ to this prisoner of war.

**[2]**

**2(a).**

|  |
| --- |
| **Reading information and ideas** |

(See also **Insert for 351/01, June 2018**, or the text below.)   
  
This question is about the Text, ***Walden***, or ***Life in the Woods*** by Henry David Thoreau.

|  |
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| **Text : adapted from Walden, or Life in the Woods** |

The poet Henry David Thoreau moved into a cabin he built for himself next to a lake in America. Helived there alone for two years, growing his own food and observing the natural world.

|  |  |
| --- | --- |
|  | One day, when I went to my wood-pile, I observed two large ants, the one red, the other black and much larger, fiercely contending with one another. Having once got hold they never let go but struggled and wrestled and rolled incessantly. |
|  |  |
|  | Looking farther, I was surprised to find that the woodchips were covered with such combatants, |
| 5 | that it was a war between two races of ants, and that the red were always pitted against the |
|  | black. The ants covered all the hills and vales in my woodyard, and the ground was already |
|  | strewn with the dead and the dying. It was the only battle which I have ever witnessed, the |
|  | only battlefield I have ever trod, while the battle was still raging. On every side the ants were |
|  | engaged in deadly combat, yet without any noise that I could hear, and human soldiers never |
| 10 | fought so resolutely. |
|  |  |
|  | I watched a couple of ants that were locked in each other’s embraces, prepared now at |
|  | noonday to fight till the sun went down or life went out. They fought with more pertinacity than |
|  | bulldogs. Neither manifested the least disposition to retreat. It was evident that their battle cry |
|  | was conquer or die. In the meanwhile, there came along a single red ant. He saw this unequal |
| 15 | combat from afar – for the black ant was nearly twice the size of the red – and drew near with |
|  | rapid pace till he stood on his guard within half an inch of the combatants. Then, watching his |
|  | opportunity, he sprang upon the black warrior. |
|  |  |
|  | I was myself excited even as if they had been men. The more you think of it, the less the |
|  | difference. Certainly, there is not a fight recorded in history that will bear a moment’s comparison |
| 20 | with this, whether for the numbers engaged in it, or for the patriotism and heroism displayed. I |
|  | picked up the woodchip on which the three ants I have described were struggling and carried |
|  | it into my house, and placed it under a glass tumbler on my window-sill in order to see the |
|  | outcome. |
|  |  |
|  | They struggled half-an-hour longer under the tumbler and, when I looked again, the black soldier |
| 25 | had severed the heads of his foes from their bodies. The still-living heads were hanging on |
|  | either side of him like ghastly trophies and he was endeavouring with feeble struggles to divest |
|  | himself of them, which, at length, after half-an-hour or more, he accomplished. I raised the |
|  | tumbler, and he went off over the window-sill in that crippled state. Whether he finally survived |
|  | that combat and spent the remainder of his days in a rest home for war veterans I do not know. |
|  |  |
| 30 | I never learned which party was victorious, nor the cause of the war, but, for the rest of that day, |
|  | I felt as if I had had my feelings excited and harrowed by witnessing the struggle, the ferocity |
|  | and the carnage of a human battle before my door. |

Look again at lines 1–3.  
  
Where did Thoreau find the two ants?

**[1]**

**(b).** Explain **two** ways in which the two ants were different from each other.

**[2]**

**(c).** Explain what the word ‘incessantly’ suggests about the way they fought.

**[1]**

**END OF QUESTION PAPER**

# Mark scheme

| **Question** | | | **Answer/Indicative content** | **Marks** | **Guidance** |
| --- | --- | --- | --- | --- | --- |
| 1 | a |  | **SKILLS:** **AO1i:** Identify and interpret explicit and implicit information and ideas.  Award **one** mark each for each of the following up to a maximum of **two** marks:   * One prisoner of war is wearing clothes * One prisoner of war is a woman | 2 | **Look again at lines 1–5. Give two ways that one of the prisoners of war was different from the others.**  **Accept** quotations provided without quotation marks.  Accept explanations in the candidate’s own words.  **Do not accept** longer quotations with the correct answers embedded.  Use a tick for a correct answer. Use a caret for incorrect answers. |
|  | b |  | **SKILLS:** **AO1i:** Identify and interpret explicit and implicit information and ideas.  Award **one** mark for an answer which explains in the candidate’s own words **two ways that the British officer showed this prisoner of war their ‘compassionate attention’**.   * He introduced her to his messmates * He responded quickly / he ‘lost no time’ in responding * He collected articles of clothing * He gave her the ditty bag /needles and thread | 2 | **Look again at lines 6–10. Explain two ways the British officer showed ‘compassionate attention’ to this prisoner of war.**  **Do not accept** a quotation without an explanation.  Quotations should be introduced by ‘he’ rather than ‘I’ to show explanation  Use a tick for a correct answer.  Use a caret for incorrect answers.   **Examiner’s Comments**  This question was divided into two tasks, each worth two marks. Most candidates were gaining three or four marks on this task and used relevant short quotations but there was some confusion in the heated rush of the exam room about whether Jeanette was clothed or not when she was found. To gain marks for 1b it was not enough to copy out a quotation but it was sufficient to transpose the quotation from the first person to the third person. |
|  |  |  | **Total** | **4** |  |
| 2 | a |  | **SKILLS:** ***AO1i***: Identify and interpret explicit and implicit information and ideas.  Award **one** mark for any response that refers to the ‘woodpile’. | **1** | **Where did Thoreau find the two ants?**  The word ‘woodpile’ is enough! Use caret to show response is incorrect. Tick correct responses. |
|  | b |  | **SKILLS:** ***AO1i***: Identify and interpret explicit and implicit information and ideas.  Award **one** mark each for the following points:  One was ‘red’ and the other one was ‘black’ / they were different colours  One ant was ‘much larger’ than the other | **2** | **Explain two ways in which the two ants were different from each other.**  Accept:   * explanations without quotations * accept explanations which include quotations * accept quotations without explanations.   Tick correct responses. Use caret to show response is incorrect. |
|  | c |  | **SKILLS:** ***AO1i:*** Identify and interpret explicit and implicit information and ideas.  Award **one** mark for any response which conveys the idea that the ants fought without stopping or without giving up. | **1** | **Explain what the word ‘incessantly’ suggests about the way they fought.**  Do not accept a quotation without an explanation. Use caret to show response is incorrect. Tick correct responses.  **Examiner’s Comments**  Question 1 is designed to be a gentle start to the examination. It should enable all candidates, including lower ability candidates, to achieve some marks at the start of the examination. The question tests candidates’ ability to select and interpret information. In this session both 1a and 1b could be answered simply by copying out relevant quotations from the text. The only candidates who did not achieve full marks for 1a and 1b were candidates who did not offer a response to the question.  Question 1c was more challenging because it asks candidates to interpret the word ‘incessantly’. The command word ‘explain’ or the question word ‘why’ indicates that a quotation is not enough and that an explanation is required. Some candidates may have drawn on previous vocabulary knowledge. It was possible, however, to infer the meaning of the word ‘incessantly’ from the statement earlier in the same sentence that ‘having once got hold’ the ants ‘never let go’. |
|  |  |  | **Total** | **4** |  |