

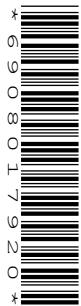


Oxford Cambridge and RSA

# GCSE (9–1) English Language

## J351/02 Exploring effects and impact

**Friday 3 November 2017 – Morning**  
**Time allowed: 2 hours**

**You must have:**

- The Reading Insert (inserted)



First name

Last name

Centre number

Candidate number

**INSTRUCTIONS**

- Find the Reading Insert for use with the questions in Section A.
- 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 barcodes.

**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 **16** pages.

**Section A**

**Reading meaning and effects**

Answer **all** the questions in Section A.

You are advised to spend **one** hour on this section.

Question 1 is about **Text 1**, *The Thirty-Nine Steps* by John Buchan.

**1** Look again at lines 1–10.

(a) Identify **one** phrase from these lines which shows the condition of the mill building he was hiding in.

..... [1]

(b) What does this show about the building?

..... [1]

(c) The man in Text 1 is planning his escape.

Give **two** examples from this passage that show he is thinking about how to escape.

.....  
..... [2]

Question 2 is about **Text 1**, *The Thirty-Nine Steps* by John Buchan.

## 2 Look again at lines 11–20.

How does John Buchan use language and structure to describe the difficulties of the man's escape?

You should use relevant subject terminology to support your answer.

. [6]

Question 3 is about **Text 2**, *The Hound of the Baskervilles* by Arthur Conan Doyle.

### 3 Look again at lines 1–13.

Explore how the writer presents the discovery of the man they were hunting.

Support your ideas by referring to the language and structure of this section, using relevant subject terminology. [12]

Question 4 is about **Text 1, The Thirty-Nine Steps** and **Text 2, The Hound of the Baskervilles**.

4 'In these texts a hunt for a person is presented as an exciting and frightening experience.'

How far do you agree with this statement?

In your answer you should:

- discuss the characters' different experiences of the hunt
- explain what you find exciting or frightening about their experience
- compare the ways the writers present the characters' experience of the hunt.

Support your response with quotations from **both** texts.

[18]



**Section B**

**Writing imaginatively and creatively**

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** *The Hunt.*

Use this as the title for a story.

In your writing you should:

- choose a clear viewpoint
- describe the setting
- explore your characters' thoughts and feelings about the hunt.

**[40]\***

**OR**

**6** Write about a time when you found yourself in strange surroundings.

You could write about:

- things that made the biggest impression on you
- how the experience affected your thoughts and feelings
- the way you feel about that experience now.

**[40]\***









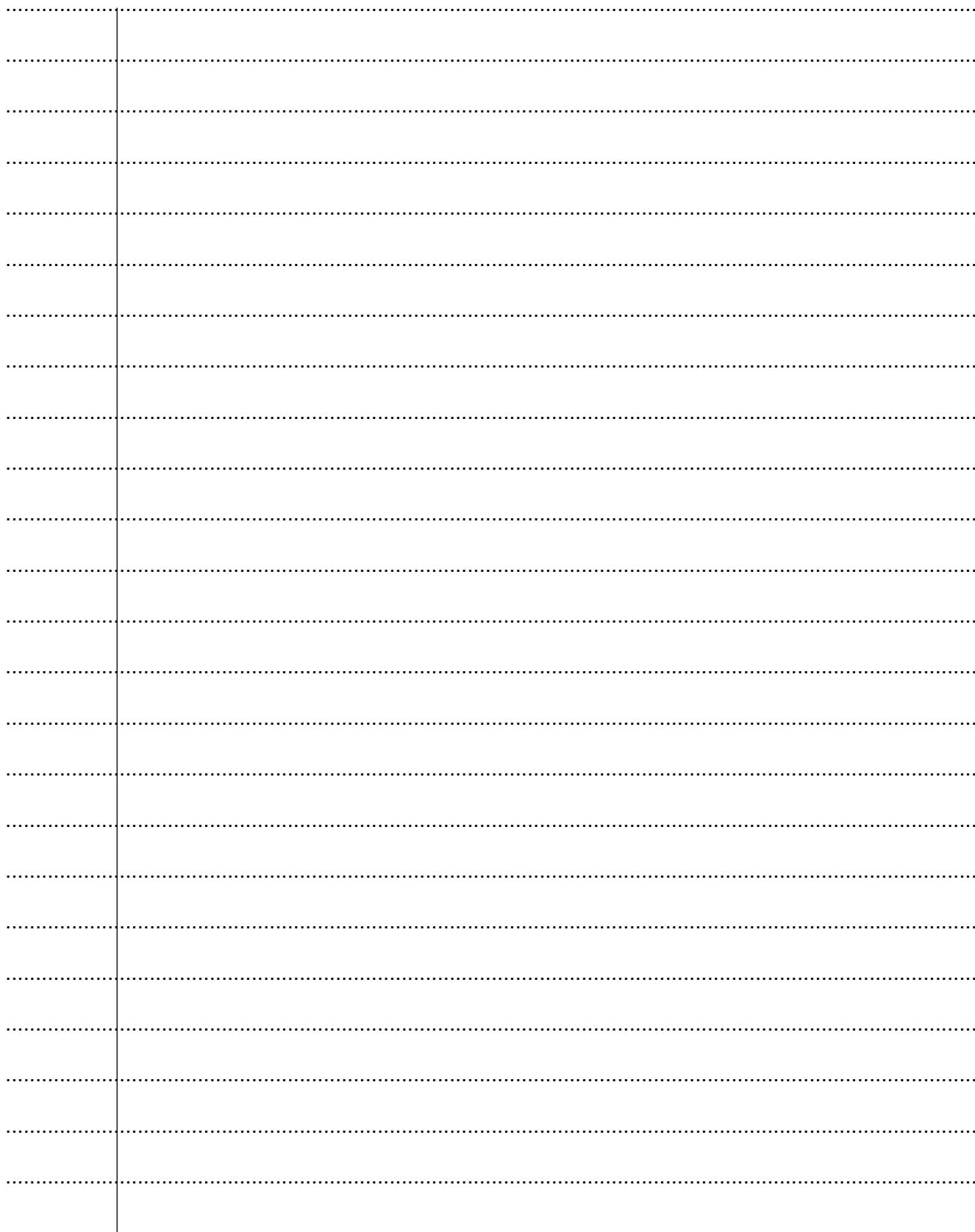


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**END OF QUESTION PAPER**

**ADDITIONAL ANSWER SPACE**

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).





The page features a vertical line on the left side and a series of horizontal dotted lines for handwriting practice. The vertical line is positioned on the left edge of the page. To its right are 21 horizontal dotted lines, each consisting of a solid top line, a dashed midline, and a solid bottom line. This layout is repeated 21 times down the page, providing a large area for handwriting practice.



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