

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
ENGLISH LITERATURE (Specification 1901)**

2442/01

Scheme A

Unit 2 Poetry and Prose Post-1914 (Foundation Tier)

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

- This is an 'open book' paper. Texts should be taken into the examination. **They must not be annotated.**

**Tuesday 25 May 2010
Morning**

Duration: 1 hour 30 minutes



MODIFIED LANGUAGE

INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- You must answer **one** question from **Section A**.
- You must answer **one other** question from **Section B**.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- All questions carry equal marks.
- You will be awarded marks for Written Communication (spelling, punctuation, grammar). This is worth 4 extra marks for the whole paper.
- The total number of marks for this paper is **46**.
- This document consists of **12** pages. Any blank pages are indicated.

CONTENTS

A list of texts in each Section is given on the following pages:

SECTION A – Poetry Post-1914

(You **must** answer **ONE** question from this Section)

Page 5

SECTION B – Prose Post-1914

(Answer **ONE** question from this Section)

Page 9

SECTION A

You must answer **one** question from this Section.

	Pages	Questions
POETRY published post-1914		
OCR: <i>Opening Lines</i>	6–7	4–6

4 (a)

The Seed-Merchant's Son

The Seed-Merchant has lost his son,
His dear, his loved, his only one.

So young he was. Even now it seems
He was a child with a child's dreams.

He would race over the meadow-bed
With his bright, bright eyes and his cheeks all red. 5

Fair and healthy and long of limb:
It made one young just to look at him.

His school books, into the cupboard thrust,
Have scarcely had time to gather dust. 10

Died in the war ... And it seems his eyes
Must have looked at death with a child's surprise.

The Seed-Merchant goes on his way:
I saw him out on his land today;

Old to have fathered so young a son,
And now the last glint of his youth is gone. 15

What could one say to him in his need?
Little there seemed to say indeed.

So still he was that the birds flew round
The grey of his head without a sound, 20

Careless and tranquil in the air,
As if naught human were standing there.

Oh, never a soul could understand
Why he looked at the earth, and the seed in his hand,

As he had never before seen seed or sod: 25
I heard him murmur: 'Thank God, thank God!'

Agnès Grozier Herbertson

(b)

The Send-Off

Down the close darkening lanes they sang their way
To the siding-shed,
And lined the train with faces grimly gay.

Their breasts were stuck all white with wreath and spray
As men's are, dead. 5

Dull porters watched them, and a casual tramp
Stood staring hard,
Sorry to miss them from the upland camp.

Then, unmoved, signals nodded, and a lamp
Winked to the guard. 10

So secretly, like wrongs hushed-up, they went.
They were not ours:
We never heard to which front these were sent;

Nor there if they yet mock what women meant
Who gave them flowers. 15

Shall they return to beating of great bells
In wild train-loads?
A few, a few, too few for drums and yells,

May creep back, silent, to village wells,
Up half-known roads. 20

Wilfred Owen

- Either** 4 What feelings of sadness do these two poems memorably convey to you?
Remember to refer closely to the words and phrases of the poems. [21]
-
- Or** 5 *Reported Missing* (Keown) and *Perhaps* – (Brittain) are about womens' reactions to the death of people they love. What do you find particularly moving about their reactions?
Remember to refer closely to the words and phrases of the poems. [21]
- Or** 6 What criticisms of the war do the poets powerfully convey to you in any **TWO** of the following poems?
Recruiting (Mackintosh)
The Target (Gurney)
The Bohemians (Gurney)
Remember to refer closely to the words and phrases of the poems. [21]

SECTION B

You must answer **one** question from this Section.

	Pages	Questions
PROSE published post-1914		
ERNEST HEMINGWAY: <i>The Old Man and The Sea</i>	10–11	25–27

ERNEST HEMINGWAY: *The Old Man and the Sea*

25

He was happy feeling the gentle pulling and then he felt something hard and unbelievably heavy. It was the weight of the fish and he let the line slip down, down, down, unrolling off the first of the two reserve coils. As it went down, slipping lightly through the old man's fingers, he still could feel the great weight, though the pressure of his thumb and finger were almost imperceptible.

5

'What a fish,' he said. 'He has it sideways in his mouth now and he is moving off with it.'

Then he will turn and swallow it, he thought. He did not say that because he knew that if you said a good thing it might not happen. He knew what a huge fish this was and he thought of him moving away in the darkness with the tuna held crosswise in his mouth. At that moment he felt him stop moving but the weight was still there. Then the weight increased and he gave more line. He tightened the pressure of his thumb and finger for a moment and the weight increased and was going straight down.

10

'He's taken it,' he said. 'Now I'll let him eat it well.'

15

He let the line slip through his fingers while he reached down with his left hand and made fast the free end of the two reserve coils of the next line. Now he was ready. He had three forty-fathom coils of line in reserve now, as well as the coil he was using.

'Eat it a little more,' he said. 'Eat it well.'

20

Eat it so that the point of the hook goes into your heart and kills you, he thought. Come up easy and let me put the harpoon into you. All right. Are you ready? Have you been long enough at table?

'Now!' he said aloud and struck hard with both hands, gained a yard of line and then struck again and again, swinging with each arm alternately on the cord with all the strength of his arms and the pivoted weight of his body.

25

Nothing happened. The fish just moved away slowly and the old man could not raise him an inch. His line was strong and made for heavy fish and he held it against his back until it was so taut that beads of water were jumping from it. Then it began to make a slow hissing sound in the water and he still held it, bracing himself against the thwart and leaning back against the pull. The boat began to move slowly off towards the north-west.

30

The fish moved steadily and they travelled slowly on the calm water. The other baits were still in the water but there was nothing to be done.

'I wish I had the boy,' the old man said aloud. 'I'm being towed by a fish and I'm the towing bitt. I could make the line fast. But then he could break it. I must hold him all I can and give him line when he must have it. Thank God he is travelling and not going down.'

35

What I will do if he decides to go down, I don't know. What I'll do if he sounds and dies I don't know. But I'll do something. There are plenty of things I can do.

40

He held the line against his back and watched it slant in the water and the skiff moving steadily to the north-west.

This will kill him, the old man thought. He can't do this for ever. But four hours later the fish was still swimming steadily out to sea, towing the skiff, and the old man was still braced solidly with the line across his back.

45

ERNEST HEMINGWAY: *The Old Man and the Sea* (Cont.)

Either 25 What do you find so exciting about this moment in the novel?

You should consider:

- the movements of the fish
- what the old man thinks and says
- the words and phrases Hemingway uses here.

[21]

Or 26 “I will show him what a man can do and what a man can endure.”

What does *The Old Man and the Sea* tell you about what a man can do and a man can endure?

Remember to support your ideas with details from the novel.

[21]

Or 27 In your view, how is the old man different from the other members of the Cuban community in *The Old Man and the Sea*?

Remember to support your ideas with details from the novel.

[21]

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