

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

ENGLISH (Specification 1900)

2432/1

UNIT 2 Different Cultures, Analysis and Argument
PAPER 1 (Foundation Tier)

Wednesday **19 JANUARY 2005** Afternoon 1 hour 45 minutes

Additional materials:
(ALL texts permitted in examination room)
Answer booklet

TIME 1 hour 45 minutes. (No separate reading time is allowed.)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- You must answer **THREE** questions.
In **Section A**, answer **ONE question** on the text you have studied.
In **Section B** answer **BOTH questions**.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

INFORMATION FOR CANDIDATES

- The total mark for this paper is **60**. All questions carry equal marks.
- The maximum mark for each question is given in brackets [].
- **Section A** is worth 20 marks. You are advised to spend **no more than 35 minutes** on it.
- **Section B** is worth 40 marks. You are advised to spend **no more than 1 hour 10 minutes** on it.

This question paper consists of 7 printed pages and 1 blank page.

SECTION A: Reading

You are advised to spend **no more than 35 minutes** on this Section.

TEXTS FROM DIFFERENT CULTURES AND TRADITIONS

Answer **ONE** question on the text you have studied.

Text	Question Nos.	Page No.
<i>Opening Worlds</i> (OCR)	1, 2	3
<i>Of Mice and Men</i> (Steinbeck)	3, 4	4
<i>Roll of Thunder, Hear My Cry</i> (Taylor)	5, 6	5

Opening Worlds (OCR)

Dead Men's Path; Snapshots of a Wedding; The Train from Rhodesia; The Gold-Legged Frog; Two Kinds; The Tall Woman and Her Short Husband.

Either 1 Remind yourself of the passage below from Snapshots of a Wedding , and then answer the question which follows.

The aunt spoke very.....

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Details:

An extract from 'Snapshots of a Wedding' from Opening Worlds (OCR)

.....marriage could take place.

(1) How do the writers show a character learning a lesson here and in one other story from the list above?

Support your answer by referring to and quoting from the stories.

Remember to put quotation marks round any words and phrases you use from the stories. [20]

Or 2 Each story in the list above is set in a different culture. Explore how what happens in two of the stories is influenced by the way of life each writer describes.

Support your answer by referring to and quoting from the stories.

Remember to put quotation marks round any words and phrases you use from the stories. [20]

Of Mice and Men (Steinbeck)

Either 3 Remind yourself of the passage below, and then answer the question which follows.

“There’s enough beans for.....

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Details:

An extract from ‘Of Mice and Men’ by John Steinbeck. ISBN: 978-0142000670

.....water all the time.”

- (3) In spite of what George says here, Lennie is good for George. How does the writer here and in the rest of the novel help you to understand this?

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel. [20]

Or 4 Curley is unpopular with most people on the ranch. Choose two or three characters and say how the writer shows their dislike for Curley.

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel. [20]

Roll of Thunder, Hear My Cry (Taylor)

Either 5 Remind yourself of the passage below, and then answer the question which follows.

“C-Claude!” whimpered Christopher-John.....

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Details:

An extract from ‘Roll of Thunder, Hear My Cry’ by Mildred Taylor. ISBN: 978-0141301648

.....to shoot some pool.”

- (5) How does the writer use what happens to T.J. here and in the rest of the novel to explore the problems experienced by black people?

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel. [20]

Or 6 What does Mr. Jamison do to help black people and why do you think he does so?

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel. [20]

SECTION B: Writing

The material on this page will help you to think about the writing tasks in Section B.

WINNING AND LOSING**“AND THE WINNER IS ...”**

Oscar ceremonies ... game shows ... national lotteries ... Young Musician Of The Year ... Pop Idol ... “The first entry received ...” ... “Who got the job? ...”

Wherever you look, life is all about competition. To be the best, not to be a loser, is what everyone wants.

LIFE’S WINNERS?

Newspapers and celebrity magazines are full of stories of the winners in every walk of life – show business, politics, sport, fashion ... Many of these stories also tell of the problems the stars have in coping with wealth, fame and success.

STICKING UP FOR THE LOSERS

An increasing number of schools are abandoning the traditional sports day because “it produces too many losers” and, for similar reasons, there is growing opposition to all forms of competitive sport.

THE PRICE OF VICTORY

“I always say that, next to a battle lost, the greatest misery is a battle gained.” (The Duke of Wellington, conqueror of Napoleon at Waterloo).

Many leaders have echoed these words at the moment of winning a war.

SECTION B: Writing

Spend **no more than 1 hour 10 minutes** on Section B.

Answer **Question 7** and **Question 8**.

In your writing you can:

- use ideas from the material on the opposite page
- or**
- use ideas of your own
- or**
- use a mixture of both.

These answers will be marked for writing. Plan your answers and write them carefully. Leave enough time to check through and correct what you have written.

Writing to ANALYSE, REVIEW, COMMENT

7 What do 'winning' and 'losing' mean to you? [20]

Writing to ARGUE, PERSUADE, ADVISE

8 Your school/college is considering scrapping all competitions which have individual winners. Write a letter to your head teacher/principal arguing the case **for** or **against** such a proposal.

Begin your letter: Dear Head Teacher/Principal ... [20]

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