

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

ENGLISH (Specification 1900)

2433/1

UNIT 3 Literary Heritage and Imaginative Writing
PAPER 1 (Foundation Tier)

Monday **24 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 **question 1**.
In **Section B** answer TWO questions: **ONE** on **Shakespeare** and **ONE** on **poetry**.
- 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 **40**.
- The maximum mark for each question is given in brackets [].
- **Section A** is worth 20 marks. You are advised to spend **no more than 45 minutes** on it.
- **Section B** is worth 20 marks. You are advised to spend **no more than 1 hour** on it.

This question paper consists of 6 printed pages and 2 blank pages.

SECTION A: WRITING

You are advised to spend **no more than 45 minutes** on this section.

Writing to EXPLORE, IMAGINE, ENTERTAIN

Answer **Question 1**. *This task will be marked for writing.*

- 1** Copy out the sentence below, and then CONTINUE THE STORY. Make the characters as interesting as you can.

‘Just exactly what do you think you are doing?’ demanded a powerful voice.

- *Spend some time thinking and making notes before writing your answer.*
- *You may choose to end at any appropriate point. You do not have to write a complete story.*
- *Leave yourself time to check your writing.*

[20]

SECTION B: READING

You are advised to spend **no more than 1 hour** on this section.

TEXTS FROM THE ENGLISH LITERARY HERITAGE**SHAKESPEARE:**

Answer **ONE question**, on the play you have studied.

2 *Much Ado About Nothing*

- EITHER** **2** **(a)** Choose ONE or TWO moments in *Much Ado about Nothing* where you find the relationship between Beatrice and Benedick interesting and entertaining.

Write about what you find interesting and entertaining in:

- the way they behave towards each other
- the words they use.

*Support your answer by referring to and quoting from the play.
Remember to put quotation marks round any words and phrases you use from the play.*

[10]

- OR** **2** **(b)** The title of *Much Ado about Nothing* means ‘A lot of unnecessary fuss’.

Write about ONE or TWO moments in the play where what characters say and do makes this a good title.

*Support your answer by referring to and quoting from the play.
Remember to put quotation marks round any words and phrases you use from the play.*

[10]

3 *Romeo and Juliet*

- EITHER** 3 (a) The feud between the Montagues and the Capulets dominates the whole of *Romeo and Juliet*. Choose ONE or TWO moments in the play where Shakespeare shows you how important the feud is.

Write about:

- how the feud affects the way the characters speak and act;
- what their actions lead to.

*Support your answer by referring to and quoting from the play.
Remember to put quotation marks round any words and phrases you use from the play.*

[10]

- OR** 3 (b) Choose the character in the play for whom you feel the most sympathy.

Write about:

- what the character does and says;
- why this makes you feel sympathy for the character.

*Support your answer by referring to and quoting from the play.
Remember to put quotation marks round any words and phrases you use from the play.*

[10]

POETRY pre-1914 or post-1914: *Opening Lines* (OCR)

Answer **ONE** question, on the Section you have studied.

Either 4 SECTION A: Men and Women

Explain how the poets use words and images to describe the relationships between men and women in TWO of the following poems:

(Page 9)	Marvell	<i>To His Coy Mistress</i>
(Page 11)	Shakespeare	<i>Sonnet 138</i>
(Page 14)	Hood	<i>Faithless Sally Brown.</i>

*Support your answer by referring to and quoting from the poems.
Remember to put quotation marks round any words or phrases you use from the poems.*

[10]

Or 5 SECTION B: Time and Change

Explain how the poets use words and images to describe feelings of loss in TWO of the following poems:

(Page 24)	Housman:	<i>'Into my heart ...'</i>
(Page 25)	Hopkins	<i>Spring and Fall</i>
(Page 31)	Nesbit	<i>The Gray Folk.</i>

*Support your answer by referring to and quoting from the poems.
Remember to put quotation marks round any words and phrases you use from the poems.*

[10]

Or 6 SECTION E: Generations

Unpleasant memories of childhood are described in the following poems. Explain how, in TWO of the poems, words and images used by the poets help to bring these memories to life.

- (Page 62) Fanthorpe *Growing Up*
 (Page 65) Larkin *I Remember, I Remember*
 (Page 66) Muldoon *Anseo.*

*Support your answer by referring to and quoting from the poems.
 Remember to put quotation marks round any words and phrases you use from the poems.*

[10]

Or 7 SECTION F: Poetry of the 1914–1918 War (i)

The effects of war on the lives of women are described in the following poems. Explain how, in TWO of the poems, words and images used by the poets help to make these effects clear.

- (Page 78) Pope *War Girls*
 (Page 81) Millay *Sonnet ('What my lips have kissed ...')*
 (Page 85) Farjeon *Easter Monday.*

*Support your answer by referring to and quoting from the poems.
 Remember to put quotation marks round any words and phrases you use from the poems.*

[10]

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