

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

ENGLISH (Specification 1900)

2433/2

UNIT 3 Literary Heritage and Imaginative Writing
PAPER 2 (Higher 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.*

Copy out the sentence below, and then continue the story. In your writing explore the feelings of **TWO** different characters.

1 He could not believe his eyes; the face staring back at him was the very last he had expected to see.

- *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)** How does Shakespeare make the relationship between Beatrice and Benedick interesting and entertaining? You may choose to focus your answer on ONE or TWO moments in the play.

*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)** Do you consider the title *Much Ado About Nothing* to be an appropriate one? You may choose to focus your answer mainly on ONE or TWO moments within the play.

*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)** How does Shakespeare convince you of the power of the feud in *Romeo and Juliet*? You may choose to focus your answer mainly on ONE or TWO moments in the play.

*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)** For which character in *Romeo and Juliet* does Shakespeare make you have the most sympathy, and why?

*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

Explore ways in which the poets present 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 16)	Wyatt	<i>'They flee from me ...'</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

Explore ways in which poets create a sense 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

Explore ways in which poets present childhood as a harsh or negative experience in TWO of the following poems:

- | | | |
|-----------|-----------|-------------------------------|
| (Page 62) | Fanthorpe | <i>Growing Up</i> |
| (Page 65) | Larkin | <i>I Remember, I Remember</i> |
| (Page 66) | Muldoon | <i>Anseo.</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 7 SECTION F: Poetry of the 1914–1918 War (i)

Explore ways in which TWO of the following poems show the impact of war on the lives of women:

- | | | |
|-----------|---------|--|
| (Page 78) | Pope | <i>War Girls</i> |
| (Page 81) | Millay | <i>Sonnet ('What my lips have kissed ...')</i> |
| (Page 85) | Farjeon | <i>Easter Monday.</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]

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