

**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)

Friday                      **17 JUNE 2005**                      Morning                      1 hour 45 minutes

Additional materials:

- ALL texts permitted in examination room. **They must not be annotated.**
- 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.

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**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 sentences below, and then continue the story.

**Having reluctantly agreed to meet them at 11 p.m. precisely in this deserted part of town, I anxiously scanned every moving shadow. I was afraid I would miss them, afraid also that they would not turn up.**

In your writing, develop the situation and explore the feelings of the narrator.

- *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. Answer **TWO** questions: **ONE** on Shakespeare and **ONE** on poetry.

**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 far does Shakespeare present Hero as deserving your sympathy?

*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)** How does Shakespeare show the importance of pride or honour to the male characters in the play?  
You may choose to focus your answer mainly on ONE or TWO characters 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]

**3** *Romeo and Juliet*

- EITHER**      **3**    **(a)** 'A cruel and domineering man'  
'An anxious father'  
How does Shakespeare present Capulet?

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

[10]

- OR**              **3**    **(b)** How effective do you find the conclusion of *Romeo and Juliet*? Consider the  
play from the death of Paris onwards.

*Support your answer by referring to and quoting from the play.  
Remember to put quotation marks round any words or 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 create a sense of loss in TWO of the following poems:

(Page 17)	Hardy	<i>On the Departure Platform</i>
(Page 19)	Rossetti	<i>Remember</i>
(Page 19)	Levy	<i>In the Mile End Road.</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 5 SECTION B: Time and Change**

Explore ways in which the poets use images from nature to express personal feelings in TWO of the following poems:

(Page 22)	Hood	<i>I Remember, I Remember</i>
(Page 27)	Hardy	<i>The Darkling Thrush</i>
(Page 30)	Blake	<i>A Poison Tree.</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 family relationships are presented in TWO of the following poems:

(Page 68)	Armitage	<i>Poem</i>
(Page 70)	Abse	<i>Imitations</i>
(Page 72)	Hill	<i>The Flowers.</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 the poets use images from nature to express their feelings about war in TWO of the following poems:

(Page 83)	Rosenberg	<i>Returning, We Hear the Larks</i>
(Page 85)	Farjeon	<i>Easter Monday</i>
(Page 85)	Teasdale	<i>'There will come soft rains ...'</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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