

**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)

Wednesday **25 JANUARY 2006** Morning 1 hour 45 minutes

Additional materials:

ALL texts permitted in examination room. **Texts must not be annotated.**  
8 page 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 **41**.
- The maximum mark for each question is given in brackets [ ].
- **Section A** is worth 21 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 sentence below, then continue the story, building up a mood or atmosphere appropriate to this opening.

**There was a loud crash, followed by a silence which seemed to go on forever.**

- *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.*

[21]

## 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) 'Well, I am glad that all things sort so well.' (Antonio in the last scene)

Does everything sort out well at the end of *Much Ado About Nothing*?

*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) Choose **one or two** occasions in the play which you think show Claudio's character most clearly.

Write about how his character is shown in:

- what he does and why
- the words he uses.

*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) Choose **one or two** occasions in the play when Shakespeare makes you feel sorry for Juliet.

Explain your feelings by writing about:

- the situation she is in
- what she does and says.

*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 **one or two** moments where you feel the public street setting plays an important part in *Romeo and Juliet*.

Write about how being in the public street affects:

- what the characters say and do
- what happens as a result.

*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 poems you have studied.

**Either 4 SECTION A: Men and Women**

How do the poets use words and images to show the importance of time in people's relationships in **two** of the following poems?

(Page 9) Marvell: *To His Coy Mistress*

(Page 10) Hardy: *The Ruined Maid*

(Page 17) Hardy: *On the Departure Platform*

*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**

How do the poets use words and images to show unpleasantness in human nature in **two** of the following poems?

(Page 28) Clough: *The Latest Decalogue*

(Page 28) Pilkington: *A Song*

(Page 30) Blake: *A Poison Tree*

*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**

How do the poets use words and images to show their feelings about places in **two** of the following poems?

(Page 65)	Larkin:	<i>I Remember, I Remember</i>
(Page 73)	Nicholson:	<i>The Tune The Old Cow Died Of</i>
(Page 74)	Ellis:	<i>West Pathway</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)**

What feelings about death in war do the poets express through their use of words and images in **two** of the following poems?

(Page 77)	Sorley:	<i>When you see millions of the mouthless dead ...</i>
(Page 81)	Millay	<i>Sonnet</i>
(Page 81)	Sassoon:	<i>The Dug-Out</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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