

General Certificate of Secondary Education
ENGLISH (Specification 1900)

Unit 2 Different Cultures, Analysis and Argument

FRIDAY 19 JANUARY 2007

F **2432/1**

Morning

Time: 1 hour 45 minutes

Additional materials: Answer Booklet (8 pages)

ALL texts permitted in Examination room.

They must not be annotated.



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and Candidate number in the spaces provided 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.
- 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 **63**. All questions carry equal marks.
- The maximum mark for each question is given in brackets [].
- **Section A** is worth 21 marks. You are advised to spend **no more than 35 minutes** on it.
- **Section B** is worth 42 marks. You are advised to spend **no more than 1 hour 10 minutes** on it.

This document consists of **8** printed pages.

SECTION A: Reading

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

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>The Old Man and the Sea</i> (Hemingway)	3, 4	4
<i>Things Fall Apart</i> (Achebe)	5, 6	5

Opening Worlds (OCR)

The Pieces of Silver, The Red Ball, The Young Couple, Leela's Friend, Games at Twilight, The Winter Oak.

- Either 1** Remind yourself of the following passage from *Leela's Friend*. Then answer the question that follows.

'My dear child,' said the police inspector, 'he is a thief.'

'Let him be,' Leela replied haughtily.

'What a devil you must be to steal a thing from such an innocent child!' remarked the inspector. 'Even now it is not too late. Return it. I will let you off, provided you promise not to do such a thing again.'

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Leela's father and mother, too, joined in this appeal. Leela felt disgusted with the whole business and said, 'Leave him alone, he hasn't taken the chain.'

'You are not at all a reliable prosecution witness, my child,' observed the police inspector humorously.

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- (1)** How does the writer here and in one other story show a character being treated unkindly?

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. [21]

- Or 2** How do the writers of **two** of the stories in the list above show how plans can sometimes succeed and sometimes fail?

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. [21]

The Old Man and the Sea (Hemingway)

Either 3 Remind yourself of the passage below. Then answer the question that follows.

Some time before daylight

**An extract of text has been removed
due to copyright restrictions.**

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Details:

E Hemingway, *The Old Man and the Sea*

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they were all connected.

- (3)** How does the writer show the importance of the Old Man's skills as a fisherman here and in the rest of the novel?

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. [21]

- Or 4** How do the Old Man's thoughts of his past help you to understand why it is so important to him to catch the marlin?

In your answer you should write about:

- his success at arm wrestling
- his love of baseball

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. [21]

Things Fall Apart (Achebe)

Either 5 Remind yourself of the passage below. Then answer the question that follows.

In a flash Okonkwo drew his matchet. The messenger crouched to avoid the blow. It was useless. Okonkwo's matchet descended twice and the man's head lay beside his uniformed body.

The waiting backcloth jumped into tumultuous life and the meeting was stopped. Okonkwo stood looking at the dead man. He knew that Umuofia would not go to war. He knew because they had let the other messengers escape. They had broken into tumult instead of action. He discerned fright in that tumult. He heard voices asking: "Why did he do it?"

He wiped his matchet on the sand and went away.

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- (5)** Show how the writer presents Okonkwo as a violent man here and in one or two other moments in the novel.

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. [21]

Or 6 How does the arrival of the white men affect life in Umuofia?

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. [21]

SECTION B: Stimulus Material

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

WHO AM I?

Your name is important so why do so many parents choose such embarrassing ones?

Adults often misjudge young people: they fail to see the real person.

You can tell what people are like from the way they talk, the clothes they wear and the cars they drive.

Children grow up to be like their parents.

SECTION B: Writing

You are advised to spend **no more than 1 hour 10 minutes** on this Section.

Do BOTH tasks.

In your writing you may:

- develop your own ideas;
- develop some of the ideas from the material on the opposite page.

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 Write about what makes you the person you are. [21]

Writing to ARGUE, PERSUADE, ADVISE

8 Your local newspaper has published an article saying that young people only care about themselves.

Write a letter arguing your point of view.

Begin your letter 'Dear Editor ...' [21]

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