

GENERAL CERTIFICATE OF SECONDARY EDUCATION
ENGLISH (Specification 1900)
UNIT 2 Different Cultures, Analysis and Argument
HIGHER TIER
THURSDAY 7 JUNE 2007

H 2432/2

Afternoon

Time: 1 hour 45 minutes

Additional materials: Answer Booklet (8 pages)
ALL texts permitted in examination room.
Texts must not be annotated.



* C O P / T 2 7 2 5 0 *

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- Write your answers, in blue or black ink, in the answer booklet provided.
- You must answer **THREE** questions.
In **Section A**, answer **ONE** question on the text you have studied.
In **Section B**, answer **BOTH** questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The total mark for this paper is **90**. All questions carry equal marks.
- The maximum mark for each question is given in brackets [].
- **Section A** is worth 30 marks. You are advised to spend **no more than 35 minutes** on it.
- **Section B** is worth 60 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 this Section.

TEXTS FROM DIFFERENT CULTURES AND TRADITIONS

Answer **ONE** question from this Section, 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 *The Red Ball* and then answer the question that follows.

As they turned into the gateway, his father took hold of his ear and tugged him close. 'I goin' to give you a cut-ass that you go remember so long as you live,' he said, as he led the boy to the back of the yard where an old carpenter had left hundreds of switches of sawn-off wood. The boy danced up and down as the lashes rained now on his feet, now on his back. His father shouted at him, 'It ain't have no thief in my family ... we never rob nobody a black cent.' The boy's mother hovered about, trying to catch the switch from his hand, and each time she caught it, he took another from the large pile that lay about on the ground. 5 10

'All right,' his mother said. 'Nobody ain't say that your family rob anybody ... why you don't leave the boy alone?' For each moment of defence from his mother, the boy got more stinging lashes on his legs.

'And where this boy learn to thief from ... where? Where he learnin' these *bad bad* habits from ... not from me!' his father said. 15

'Don't call the child a thief ... he is not a thief, he just take the money to buy something.'

'He is a thief ... thief,' his father insisted, and the switch whistled with each word. 20

'When I get through with him he never thief in he whole life again, he go remember what it mean to be a thief.' The boy's legs were marked with thin red welts from the lashes and he stopped jumping up and down from the switches now. His father, too, seemed tired, and now his mother took hold of the switch in his hand. 25

'You ain't have no feelin's ... you done gone and kill the half of this boy that is you half, now leave the half that make out of my body, if you still have any feelin's for that.' 30

(1) Explore the treatment of the young by their elders and the possible reasons for it, here and in **one** other story from the list above.

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. [30]

Or 2 How do the writers show characters' experience of unfairness and their reaction to it in any **two** of the stories from the list above?

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. [30]

The Old Man and the Sea (Hemingway)

Either 3 Remind yourself of the passage below and then answer the question which follows.

For an hour the

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

Details:
E Hemingway, *The Old Man and the Sea*

5
10
15
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25
30

even speak of it.'

- (3)** How does Hemingway reveal Santiago's powers of endurance, here and elsewhere in the novel?

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel. [30]

- Or 4** 'I am only better than him through trickery,' says Santiago. How does the writer show the importance of Santiago's skills, or 'tricks', in his pursuit and conquest of the marlin?

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel. [30]

Things Fall Apart (Achebe)

Either 5 Remind yourself of the passage below and then answer the question which follows.

In this way Mr. Brown learnt a good deal about the religion of the clan and he came to the conclusion that a frontal attack on it would not succeed. And so he built a school and a little hospital in Umuofia. He went from family to family begging people to send their children to his school. But at first they only sent their slaves or sometimes their lazy children. Mr. Brown begged and argued and prophesied. He said that the leaders of the land in the future would be men and women who had learnt to read and write. If Umuofia failed to send her children to the school, strangers would come from other places to rule them. They could already see that happening in the Native Court, where the D.C. was surrounded by strangers who spoke his tongue. Most of these strangers came from the distant town of Umuru on the bank of the Great River where the white man first went.

In the end Mr. Brown's arguments began to have an effect. More people came to learn in his school, and he encouraged them with gifts of singlets and towels. They were not all young, these people who came to learn. Some of them were thirty years old or more. They worked on their farms in the morning and went to school in the afternoon. And it was not long before the people began to say that the white man's medicine was quick in working. Mr. Brown's school produced quick results. A few months in it were enough to make one a court messenger or even a court clerk. Those who stayed longer became teachers; and from Umuofia labourers went forth into the Lord's vineyard. New churches were established in the surrounding villages and a few schools with them. From the very beginning religion and education went hand in hand.

- (5)** How does this passage help you to understand the differences between the ways in which Mr. Brown and his successor, the Reverend James Smith, bring Christianity to Umuofia?

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel. [30]

- Or 6** How far does Achebe succeed in bringing the characters of Ekwefi and Ezinma to life for you?

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel. [30]

SECTION B: Writing

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

BEING YOURSELF

My parents are so bossy; they just don't let me be myself!

Being independent sometimes means being on your own.

I just feel under so much pressure to look, dress and even think like my mates!

Being independent means doing what *you* think is right.

It's so difficult not to get into trouble like some of my mates.

Independence is the struggle to be yourself.

Character and courage come from being independent.

SECTION B: Writing

You are advised to spend **no more than 1 hour and 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.

WRITING TO ANALYSE, REVIEW, COMMENT

7 How independent do you think you are? Do you want more or less independence in your life? [30]

WRITING TO ARGUE, PERSUADE, ADVISE

8 Your class is discussing the topic *Always be yourself, no matter what*.

Write the words of a speech arguing your point of view.

[30]

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