

# H

# GENERAL CERTIFICATE OF SECONDARY EDUCATION ENGLISH (Specification 1900)

2433/2

UNIT 3 Literary Heritage and Imaginative Writing (Higher Tier)

**MONDAY 16 JUNE 2008** 

Morning

Time: 1 hour 45 minutes

Additional materials (enclosed): None

Additional materials (required):

Answer Booklet (8 pages)

ALL texts permitted in examination room.

Texts must not be annotated.



#### **INSTRUCTIONS TO CANDIDATES**

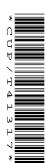
- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- You must answer THREE questions.
  - In Section A. answer Question 1.
  - In Section B, answer TWO questions: ONE on Shakespeare and ONE on poetry.

# **INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- Section A is worth 30 marks. You are advised to spend no more than 45 minutes on it.
- Section B is worth 30 marks. You are advised to spend no more than 1 hour on it.



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### **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 and then continue the story, establishing a **mood and atmosphere** appropriate to this opening.

As more and more people arrived the noise level grew, until ...

- Spend some time thinking and making notes before writing out 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.

[30]

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#### **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 does Shakespeare present the character of Benedick in *Much Ado About Nothing*?

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 or phrases you use from the play. [15]

OR 2 (b) In what ways does Shakespeare create humour in *Much Ado About Nothing*?

You may choose to focus your answer on one or two scenes in the play.

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. [15]

# 3 Romeo and Juliet

**EITHER 3** (a) How does Shakespeare make the character of Tybalt important in the play, *Romeo and Juliet?* 

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. [15]

**OR 3 (b)** Explore some of the ways in which Shakespeare presents the relationship between older and younger generations in *Romeo and Juliet*.

You may choose to focus your answer on **one** or **two** scenes in the play.

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. [15]

# POETRY pre-1914 or post-1914: Opening Lines (OCR)

Answer **ONE question**, on the Section you have studied.

#### EITHER 4 SECTION C: War

Explore some of the ways in which the poets present different reactions to war, in **two** of the following poems:

(Page 38)	Southey	After Blenheim
(Page 41)	Brontë	Song

(Page 42) Hardy The Man He Killed.

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. [15]

## OR 5 SECTION D: Town and Country

Explore some of the ways in which the poets reveal the harsh realities of life, in **two** of the following poems:

(Page 46)	Ralegh	The Nymph's Reply to the Shepherd
(Page 54)	Hood	The Song of the Shirt
(Dage 50)	Diales	1

(Page 56) Blake London.

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. [15]

### OR 6 SECTION G: How It Looks From Here

Explore some of the ways in which the poets help the reader to think about life in a new way, in **two** of the following poems:

(Page 88)	Porter	A Consumer's Report
(Page 98)	Dunn	I am a Cameraman
(Page 100)	Puah	Sometimes.

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. [15]

## OR 7 SECTION H: Poetry of the 1914-1918 War (ii)

Explore some of the ways in which the poets show the effects of war on women, in **two** of the following poems:

(Page 111)	Nesbit	Spring in War-Time
(Page 111)	Brittain	Perhaps-
(Page 112)	Keown	Reported Missing.

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. [15]

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