

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
ENGLISH (Specification 1900)**

2433/1

UNIT 3 Literary Heritage and Imaginative Writing (Foundation Tier)

MONDAY 16 JUNE 2008

Morning
Time: 1 hour 45 minutes

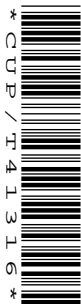
Additional materials (enclosed): None

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 **41**.
- **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.

This document consists of **4** printed 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, and then continue the story. Create 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.*

[21]

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) Choose **one** or **two** moments in *Much Ado About Nothing* which clearly show Benedick's character.

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 or phrases you use from the play. [10]

OR 2 (b) Write about **one** or **two** moments in *Much Ado About Nothing* which you find amusing.

In your answer you should write about what you find amusing in:

- the situations the characters are in
- the words they use.

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]

3 *Romeo and Juliet*

EITHER 3 (a) In what ways is the character of Tybalt important in the play, *Romeo and Juliet*?
In your answer you should write about:

- what Tybalt does and why
- the effect of his death on both 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. [10]

OR 3 (b) Write about how **one** or **two** moments in *Romeo and Juliet* show the relationship between an older and a younger character.

In your answer you should write about:

- what the characters do and why
- the words they use.

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 C: War

How do the poets use words and images to show people's reactions to war, in **two** of the following poems?

(Page 38)	Southey	<i>After Blenheim</i>
(Page 41)	Brontë	<i>Song</i>
(Page 42)	Hardy	<i>The Man He Killed</i>

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 D: Town and Country

How do the poets use words and images to show how hard life can be, in **two** of the following poems?

(Page 46)	Raleigh	<i>The Nymph's Reply to the Shepherd</i>
(Page 54)	Hood	<i>The Song of the Shirt</i>
(Page 56)	Blake	<i>London</i>

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 6 SECTION G: How It Looks From Here

Show how the poets use words and images to help the reader think about life in a new way, in **two** of the following poems:

(Page 88)	Porter	<i>A Consumer's Report</i>
(Page 98)	Dunn	<i>I am a Cameraman</i>
(Page 100)	Pugh	<i>Sometimes.</i>

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

How do the poets use words and images to show the effects of war on women, in **two** of the following poems?

(Page 111)	Nesbit	<i>Spring in War-Time</i>
(Page 111)	Brittain	<i>Perhaps-</i>
(Page 112)	Keown	<i>Reported Missing</i>

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]

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