

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH (Specification 1900)

2433/02

UNIT 3 Literary Heritage and Imaginative Writing
(Higher Tier)

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

ALL texts permitted in examination room.

Texts must not be annotated.

Monday 19 January 2009
Afternoon

Duration: 1 hour 45 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that 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**.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks 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.
- This document consists of **4** pages. Any blank pages are indicated.

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, exploring **the thoughts and feelings of the narrator**.

One look was enough to confirm my worst fears.

- *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]

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)** 'It is impossible to feel any sympathy for Claudio in *Much Ado About Nothing*.'
How far do you agree?

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)** Is *Much Ado About Nothing* a good title for this 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 much sympathy does Shakespeare encourage you to feel for Romeo 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 situations and events in *Romeo and Juliet* remind you of the words of The Prologue to 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

Discuss some of the ways in which the poets explore feelings about how war changes men who become soldiers, in **two** of the following poems:

(Page 42)	Hardy	<i>The Man He Killed</i>
(Page 43)	Housman	<i>On the Idle Hill</i>
(Page 43)	Scott	<i>The Drum.</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. **[15]**

OR 5 SECTION D: Town and Country

Explore some of the ways in which the poets express strong feelings, in **two** of the following poems:

(Page 48)	Tennyson	<i>The Eagle</i>
(Page 54)	Hood	<i>The Song of the Shirt</i>
(Page 56)	Rossetti	<i>The World.</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. **[15]**

OR 6 SECTION G: How It Looks From Here

Discuss some of the ways in which the poets make us question our values and how we look at things, in **two** of the following poems:

(Page 95)	Adcock	<i>Things</i>
(Page 98)	Dunn	<i>I am a Cameraman</i>
(Page 99)	Cope	<i>Engineers' Corner.</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. **[15]**

OR 7 SECTION H: The 1914–18 War (ii)

Discuss some of the ways in which the poets explore feelings about the death of soldiers in war, in **two** of the following poems:

(Page 103)	Gurney	<i>The Target</i>
(Page 108)	McCrae	<i>In Flanders Fields</i>
(Page 111)	Brittain	<i>Perhaps –.</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. **[15]**