

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH (Specification 1900)

2432/02

Unit 2 Different Cultures, Analysis and Argument
(Higher Tier)

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

- ALL texts permitted in Examination room
They must not be annotated

Friday 16 January 2009
Morning

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 **ONE question** on the text you have studied.
In **Section B** answer **BOTH questions**.
- 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.
- All questions carry equal marks.
- **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.
- The total number of marks for this paper is **90**.
- This document consists of **8** pages. Any blank pages are indicated.

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 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 Pieces of Silver* and then answer the question which follows.

The acting Head was a squat jug of a man, fierce-eyed and unsmiling. He now sauntered along the edge of his platform and fixed, one after the other, each of the standing boys with a look of complete scorn. Then, mopping his brow, he ordered those who had brought no gifts to come up and mount the platform where the dozen of them were lined up. 5

Taking a stick of chalk he scrawled an X upon the forehead of each boy, to the huge delight of the rest of the school. When he had imprinted this symbol of shame upon the brow of each unhappy child, he turned to the laughing school, and holding his hand up to check the gusts of merriment, said: 10

‘Look! They bear the symbol of ingratitude!’

The cruel laughter went up to the rafters. The schoolmaster permitted it free swell for a few moments before raising his hand once more.

‘Ingratitude,’ he went on, ‘ingratitude, more strong than human hand ... Come, Clement. You’re in the fourth. Step forward and let’s hear Mark Antony on ingratitude. Surely our old Head would expire if he knew that in his school he harboured so many thankless Brutuses. Come, Clement, let us hear you recite the piece, and well.’ 15

Clement stepped forward, shabby and barefoot, and with eyes downcast, began to recite the passage in a choked, monotonous tone. Now and again the schoolmaster threatened him with his rod, exhorting him to speak up. The boy would then raise his voice and quicken his words under the threat of the lash, but soon his voice sank back and the recitation resumed its muttered vein. 20

At last, however, the passage was finished. The acting Headmaster then spent some minutes more making the hapless boys the laughing-stock of their schoolfriends. Only when he thought the school on the verge of becoming unmanageable did he dismiss the tormented boys with the words: 25

‘Now go to your places.’

- (1)** Explore how writers show the unattractive side of human nature, 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** Explore how writers show the attractive side of human nature 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 following passage and then answer the question which follows.

(3) In what ways is this an effective and appropriate ending to 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** Explore how Santiago's thoughts and feelings about the marlin develop in the course of 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]**

Things Fall Apart (Achebe)

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

‘... I have done my best to make Nwoye grow into a man, but there is too much of his mother in him.’

‘Too much of his grandfather,’ Obierika thought, but he did not say it. The same thought also came to Okonkwo’s mind. But he had long learnt how to lay that ghost. Whenever the thought of his father’s weakness and failure troubled him he expelled it by thinking about his own strength and success. And so he did now. His mind went to his latest show of manliness.

5

‘I cannot understand why you refused to come with us to kill that boy,’ he asked Obierika.

10

‘Because I did not want to,’ Obierika replied sharply. ‘I had something better to do.’

‘You sound as if you question the authority and the decision of the Oracle, who said he should die.’

‘I do not. Why should I? But the Oracle did not ask me to carry out its decision.’

15

‘But someone had to do it. If we were all afraid of blood, it would not be done. And what do you think the Oracle would do then?’

‘You know very well, Okonkwo, that I am not afraid of blood; and if anyone tells you that I am, he is telling a lie. And let me tell you one thing, my friend. If I were you I would have stayed at home. What you have done will not please the Earth. It is the kind of action for which the goddess wipes out whole families.’

20

‘The Earth cannot punish me for obeying her messenger,’ Okonkwo said. ‘A child’s fingers are not scalded by a piece of hot yam which its mother puts into its palm.’

25

‘That is true,’ Obierika agreed. ‘But if the Oracle said that my son should be killed I would neither dispute it nor be the one to do it.’

30

(5) In what ways does Okonkwo reflect his culture, 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 **6** In Part One of the novel, how is an ordered society maintained by the Ibo people?

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 will help you think about the writing tasks in Section B.

WORK AND LEISURE

All work and no play makes Jack a dull boy.

*What is this life if, full of care,
we have no time to stand and stare?*

I learned more in my two weeks of work experience than in the rest of years 10 and 11.

Teenagers have never been under so much pressure to work towards success in examinations.

Young people get into bad habits because they have too little to do and too much time to do it in.

SECTION B: Writing

Spend **no more than 1 hour and 10 minutes** on this Section.

Answer BOTH tasks.

In your writing you may:

- develop your own ideas;
 - develop some of the ideas from the material on the opposite page
- or
- develop a mixture of your own ideas and 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 How far are you able to balance work and leisure in your own life? **[30]**

WRITING TO ARGUE, PERSUADE, ADVISE

8 'All students should undertake a year's work in the community after taking GCSEs,' a politician has suggested in a local newspaper.

Write a letter to the editor of the newspaper arguing your point of view.

Begin your letter: Dear Editor ... **[30]**



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Q. 5, 6 © C. Achebe, 'Things Fall Apart', page 58, Heinemann.

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