

GENERAL CERTIFICATE OF SECONDARY EDUCATION
ENGLISH (Specification 1900)

2432/01

Unit 2 Different Cultures, Analysis and Argument (Foundation 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

Tuesday 19 January 2010
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 **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.
- The total number of marks for this paper is **63**.
- All questions carry equal marks.
- **Section A** is worth 21 marks. You are advised to spend **no more than 35 minutes** on it.
- **Section B** is worth 42 marks. You are advised to spend **no more than 1 hour 10 minutes** on it.
- 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 passage from *Games at Twilight* and then answer the question which follows.

... What fun if they were all found and caught – he alone left unconquered! He had never known that sensation. Nothing more wonderful had ever happened to him than being taken out by an uncle and bought a whole slab of chocolate to himself, or being flung into the soda-man's pony cart and driven up to the gate by the friendly driver with the red beard and pointed ears. To defeat Raghu – that hirsute, hoarse-voiced football champion – and to be the winner in a circle of older, bigger, luckier children – that would be thrilling beyond imagination. He hugged his knees together and smiled to himself almost shyly at the thought of such victory, such laurels.

5

10

There he sat smiling, knocking his heels against the bathtub, now and then getting up and going to the door to put his ear to the broad crack and listening for sounds of the game, the pursuer and the pursued, and then returning to his seat with the dogged determination of the true winner, a breaker of records, a champion.

15

- (1)** How do the writers here and in **one other story** from the list above show how a character's imagined world is better than the real one?

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. **[21]**

- Or** **2** How do the writers of **two** of the stories from the list above show the effects on a character of not having what they need?

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. **[21]**

The Old Man and the Sea (Hemingway)

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

That afternoon there was a party of tourists at the Terrace and looking down in the water among the empty beer cans and dead barracudas a woman saw a great long white spine with a huge tail at the end that lifted and swung with the tide while the east wind blew a heavy steady sea outside the entrance to the harbour.

5

‘What’s that?’ she asked a waiter and pointed to the long backbone of the great fish that was now just garbage waiting to go out with the tide.

‘Tiburón,’ the waiter said, ‘Eshark.’ He was meaning to explain what had happened.

10

‘I didn’t know sharks had such handsome, beautifully formed tails.’

‘I didn’t either,’ her male companion said.

Up the road, in his shack, the old man was sleeping again. He was still sleeping on his face and the boy was sitting by him, watching him. The old man was dreaming about lions.

15

(3) How does this ending help us understand the rest of the novel?
You should write about:

- what has happened to the marlin
- the relationship between Manolin and Santiago.

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. **[21]**

Or **4** How does Santiago use his past experiences to help him battle with the marlin in **one** or **two** passages 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. **[21]**

Things Fall Apart (Achebe)

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

... Today Okonkwo was not bringing his mother home to be buried with her people. He was taking his family of three wives and eleven children to seek refuge in his motherland. As soon as Uchendu saw him with his sad and weary company he guessed what had happened, and asked no questions. It was not until the following day that Okonkwo told him the full story. The old man listened silently to the end and then said with some relief: "It is a female *ochu*." And he arranged the requisite rites and sacrifices.

5

Okonkwo was given a plot of ground on which to build his compound, and two or three pieces of land on which to farm during the coming planting season. With the help of his mother's kinsmen he built himself an *obi* and three huts for his wives. He then installed his personal god and the symbols of his departed fathers. Each of Uchendu's five sons contributed three hundred seed-yams to enable their cousin to plant a farm, for as soon as the first rain came farming would begin.

10

15

- (5) How does the writer show the importance of families here and at **one** other moment 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. [21]

Or 6 How does the writer present the differences between **two** or **three** different men 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. [21]

SECTION B: Writing

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

THE BEST TIME OF YOUR LIFE?

I hate being young. When people ask my age I always add on two years, at least.

Teenage years are just great: we have all the fun and none of the responsibility.

Hope I die before I get old!

The legal age for driving and for drinking alcohol should be lowered to 16.

SECTION B: Writing

You are advised to spend **no more than 1 hour and 10 minutes** on this Section.

Answer BOTH tasks.

In your writing you may:

- develop your own ideas

or

- 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.

WRITING TO ANALYSE, REVIEW, COMMENT

7 Is being a teenager enjoyable?

[21]

WRITING TO ARGUE, PERSUADE, ADVISE

8 “The school leaving age should be lowered not raised.”
Write the words of a speech to your class arguing **your** point of view.

[21]

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