

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

Tuesday 19 January 2010
Afternoon

Duration: 1 hour 45 minutes



MODIFIED LANGUAGE

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. Try to spend **no more than 35 minutes** on it.
- **Section B** is worth **60** marks. Try to spend **no more than 1 hour 10 minutes** on it.
- The total number of marks for this paper is **90**.
- This document has **8** pages. Any blank pages are marked.

SECTION A: Reading

You are advised to spend **no more than 35 minutes** on Section A.

READING: 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.

Dave Dovecot utilised the approach of his son by extending his empty plate. Clement took the plate to the kitchen. Then he turned once more to tackle his father.

'Can I have threepence, Papa?' he shouted in his father's ear, for the old man was pretty nigh stone deaf. 5

'Eh-eh! What's that about a fence, Clement?'

This time Clement put his mouth completely into his father's ear and shouted until his dark face grew darker.

'Eh-eh! Don't shout at me,' was all he got for his pains. 'Don't you deafen me. What's that the young varmint says, Maud?' 10

Mrs Dovecot came over, and got him to understand after two or three attempts.

'Three pence, Maudie,' he cackled, 'three pence!' Did yo' hear that, Maud? Did yo' ever hear the like? I'll bet you ain't never did. Three pence! The lad'll have money what I's got to sweat blood for, just to gi to that Megahey what's got his bread so well buttered off 'pon both sides not to mention the middle. Three pence! Ha ha! ... oh Maudie...' And he broke down once more in helpless laughter. Clement went out and sat under the breadfruit tree that grew before the door, resting his back against the trunk. 15

- (1)** How does the writer present the behaviour of adults, 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** How far do the writers suggest that childhood is not a happy and innocent time 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.

The boy left him there and when he came back the old man was still asleep.

'Wake up old man,' the boy said and put his hand on one of the old man's knees.

The old man opened his eyes and for a moment he was coming back from a long way away. Then he smiled. 5

'What have you got?' he asked.

'Supper,' said the boy. 'We're going to have supper.'

'I'm not very hungry.'

'Come on and eat. You can't fish and not eat.' 10

'I have,' the old man said getting up and taking the newspaper and folding it. Then he started to fold the blanket.

'Keep the blanket around you,' the boy said. 'You'll not fish without eating while I'm alive.'

'Then live a long time and take care of yourself,' the old man said. 'What are we eating?' 15

'Black beans and rice, fried bananas, and some stew.'

The boy had brought them in a two-decker metal container from the Terrace. The two sets of knives and forks and spoons were in his pocket with a paper napkin wrapped around each set. 20

'Who gave this to you?'

'Martin. The owner.'

'I must thank him.'

'I thanked him already,' the boy said. 'You don't need to thank him.' 25

(3) How does the writer reveal positive qualities in Manolin, 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 **4** How appropriate is Hemingway's title 'The Old Man and the Sea'?

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.

Okonkwo and his family worked very hard to plant a new farm. But it was like beginning life anew without the vigour and enthusiasm of youth, like learning to become left-handed in old age. Work no longer had for him the pleasure it used to have, and when there was no work to do he sat in a silent half-sleep.

5

His life had been ruled by a great passion – to become one of the lords of the clan. That had been his life-spring. And he had all but achieved it. Then everything had been broken. He had been cast out of his clan like a fish on to a dry, sandy beach, panting. Clearly his personal god or *chi* was not made for great things. A man could not rise beyond the destiny of his *chi*. The saying of the elders was not true – that if a man said yea his *chi* also affirmed. Here was a man whose *chi* said nay despite his own affirmation.

10

The old man, Uchendu, saw clearly that Okonkwo had yielded to despair and he was greatly troubled. He would speak to him after the *isa-ifi* ceremony.

15

(5) What is the impact of his exile upon Okonkwo, 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** What makes the title ‘Things Fall Apart’ so appropriate for Achebe’s 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]**

SECTION B: Writing

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

LIFE IS UNFAIR!

I just can't keep my parents and my friends happy at the same time.

Why does my little sister always get away with everything?

So much progress - but still so much poverty and suffering!

We're sorry, but you are too old for the job now.

The wisdom of the old will always be ignored by the young.

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;

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.

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 “Life is unfair!” Is it? **[30]**

WRITING TO ARGUE, PERSUADE, ADVISE

8 “The older you grow, the more useless you become,” claimed an article in a national newspaper.

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

[30]

Begin your letter: Dear Editor ...

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