

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 (sent with general stationery)

Other materials required:

- ALL texts permitted in examination room. **They must not be annotated.**

Tuesday 18 January 2011
Afternoon

Duration: 1 hour 45 minutes

**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the spaces provided on the answer booklet. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure 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.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

- Do not send this question paper for marking; it should be retained in the centre or destroyed.

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 *The Red Ball* and then answer the question which follows.

“No-way, no-way You beginning to play big shot! You could talk better than your moomah and poopah. Boy! You don't know how lucky you is to be goin' to school. When I was your age” His father left the sentence incomplete as he put the nip to his mouth and gargled the rum as though he were rinsing out his mouth, then swallowed it.

5

“Leave the child alone! If that is the way they teach him to talk in school, that is the right way,” his mother put in his defence.

“Yes but No-way is a place? Show me where No-way is, show me! you or he, where No-way is, where this boy does go and idle away he time. You know where he does go?” his father shouted, and then it was one of those moments when he felt as if he had held his mother in front of him as a sort of shield to save himself from a rain of blows.

10

His father then fell into one of those silences. He looked like an old man. He let his hair grow on his head and face unless they were going to Tunapuna. Then he would get a shave and a trim, and tell everyone that he was making three dollars a day at the American Base.

20

- (1)** How do the writers in this passage and in **one other story** from the list above present characters experiencing failure?

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 in any **two** of the stories from the list above present misunderstanding in relationships?

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.

Then, while the old man was clearing the lines and preparing the harpoon, the male fish jumped high into the air beside the boat to see where the female was and then went down deep, his lavender wings, that were his pectoral fins, spread wide and all his wide lavender stripes showing. He was beautiful, the old man remembered, and he had stayed.

5

That was the saddest thing I ever saw with them, the old man thought. The boy was sad too and we begged her pardon and butchered her promptly.

“I wish the boy was here,” he said aloud and settled himself against the rounded planks of the bow and felt the strength of the great fish through the line he held across his shoulders moving steadily towards what he had chosen.

10

- (3)** How does the writer show Santiago’s feelings about his fishing trip here and at **one** or **two** other moments 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 **4** How does the writer show Santiago’s determination to succeed at **one** or **two** moments 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.

Even Okonkwo himself became very fond of the boy – inwardly of course. Okonkwo never showed any emotion openly, unless it be the emotion of anger. To show affection was a sign of weakness; the only thing worth demonstrating was strength. He therefore treated Ikemefuna as he treated everybody else – with a heavy hand. But there was no doubt that he liked the boy. Sometimes when he went to big village meetings or communal ancestral feasts he allowed Ikemefuna to accompany him as a son, carrying his stool and his goatskin bag. And, indeed, Ikemefuna called him father.

5

10

- (5)** How does the writer present the relationship between Okonkwo and Ikemefuna 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 show Okonkwo's strengths **and/or** weaknesses at **two** or **three** moments 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.

FAMILIES AND FRIENDS

*Who needs enemies
with friends like you?*

*We can't choose our
families, so it's a good
job we can choose our
friends.*

I have a wide circle of
friends but only one
best friend.

Friendship comes from
a shared sense of
purpose.

*We sometimes have
to choose between
family and friends.*

A family without a pet
just isn't a family.

SECTION B: Writing

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

Answer Question 7 and Question 8.

In your writing you may:

- develop your own ideas;
- develop some of the ideas from the stimulus material on the opposite page;

or

- develop a mixture of your own ideas and ideas from the stimulus material.

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 What matters most to you about your family and friends? **[21]**

WRITING TO ARGUE, PERSUADE, ADVISE

8 A good friend of yours is finding it difficult to agree to what his/her family request.

Write a letter to your friend giving your advice.

Begin your letter "Dear,"

[21]

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