

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

2432/02

ENGLISH (Specification 1900)

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

TUESDAY 18 JANUARY 2011: Afternoon

DURATION: 1 hour 45 minutes

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

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.**

READ INSTRUCTIONS OVERLEAF

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**.

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 **90**.
- 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.

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.

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	4–5
<i>The Old Man and the Sea</i> (Hemingway)	3, 4	6–7
<i>Things Fall Apart</i> (Achebe)	5, 6	8–9

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 Young Couple* and then answer the question which follows:**

Cathy was thrilled at going back to India with Naraian, her new husband. They had many ideas about the things Naraian would do for his country once he got back there, and all their English friends envied them because of the challenge, the life of purpose, that awaited them. 5

On arrival, Naraian wasted no time in looking round for a job in which his skills would be properly harnessed in the service of his country. Early every morning he went out to make his contacts, leaving Cathy behind in the new flat they had rented. They had a glorious view from their flat: on one side of all of the neighbouring houses, they could look right down into courtyard after courtyard and see what everyone was doing; and on the other side of a decadent, eighteenth-century mausoleum, very large, very ornate, with a vast dome which looked especially magnificent against the sunset. The flat had been got for them through an uncle's influence, and they were very happy with it, even though it was small and up on the roof and very hot because of the sun beating down on it all day. 10 15 20

In the mornings, after Naraian had gone, Cathy wandered by herself through their two rooms and out on to the roof in her flimsy nylon 25

nightie, yawning and plaiting and unplaiting her long blonde hair. Sometimes she looked down into the courtyards, to see men shaving, servants lighting fires, sometimes at the birds wheeling round and round the dome of the mausoleum. So early in the mornings everything was still pastel coloured – the sky a pale washed blue, the trees a misty green – all the things that later would become violent and hot. 30
35

- (1) How does the writer make the opening of the story effective, 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 do the writers show characters learning, or not learning, important lessons 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.**

He felt faint again now but he held on the great fish all the strain that he could. I moved him, he thought. Maybe this time I can get him over. Pull, hands, he thought. Hold up, legs. Last for me, head. Last for me. You never went. This time I'll pull him over. **5**

But when he put all of his effort on, starting it well out before the fish came alongside and pulling with all his strength, the fish pulled part way over and then righted himself and swam away. **10**

'Fish,' the old man said. 'Fish, you are going to have to die anyway. Do you have to kill me too?'

That way nothing is accomplished, he thought. His mouth was too dry to speak but he could not reach for the water now. I must get him alongside this time, he thought. I am not good for many more turns. Yes you are, he told himself. You're good for ever. **15**

On the next turn, he nearly had him. But again the fish righted himself and swam slowly away. **20**

You are killing me, fish, the old man thought. But you have a right to. Never have I seen a greater, or more beautiful, or a calmer or more noble thing than you, brother. Come on and kill me. I do not care who kills who. **25**

Now you are getting confused in the head, he thought. You must keep your head clear. Keep your head clear and know how to suffer like a man. Or a fish, he thought. **30**

‘Clear up, head,’ he said in a voice he could hardly hear. ‘Clear up.’

Twice more it was the same on the turns.

**I do not know, the old man thought. He had been on the point of feeling himself go each time. 35
I do not know. But I will try it once more.**

- (3) Explore the range of emotions Hemingway reveals in Santiago, 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 does Hemingway show the ways in which Santiago and Manolin benefit from their relationship with each other?**

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's neighbours heard his wife crying and sent their voices over the compound walls to ask what was the matter. Some of them came over to see for themselves. It was unheard-of to beat somebody during the sacred week.

5

Before it was dusk Ezeani, who was the priest of the earth goddess, Ani, called on Okonkwo in his *obi*. Okonkwo brought out kola nut and placed it before the priest.

"Take away your kola nut. I shall not eat in the house of a man who has no respect for our gods and ancestors."

10

Okonkwo tried to explain to him what his wife had done, but Ezeani seemed to pay no attention. He held a short staff in his hand which he brought down on the floor to emphasise his points.

15

"Listen to me," he said when Okonkwo had spoken. "You are not a stranger in Umuofia. You know as well as I do that our forefathers ordained that before we plant any crops in the earth we should observe a week in which a man does not say a harsh word to his neighbour. We live in peace with our fellows to honour our great goddess of the earth without whose blessing our crops will not grow. You have committed a great evil." He brought down his staff heavily on the floor. "Your wife was at fault, but even if you came into your *obi* and found her lover on top of her, you would still have committed a great evil to beat her." His staff came down again. "The evil

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you have done can ruin the whole clan. The earth goddess whom you have insulted may refuse to give us her increase, and we shall all perish.” His tone now changed from anger to command. “You will bring to the shrine of Ani tomorrow one she-goat, one hen, a length of cloth and a hundred cowries.” He rose and left the hut.

35

- (5) How does Achebe show Okonkwo to be a man in conflict with his people, 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 How does Achebe show the arrival of the white man to be responsible for the way things fall apart in Umuofia?**

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 this Section.

HOW SAFE IS YOUR WORLD?

Modern technology keeps us safer today than ever before.

CCTV cameras monitor our every move.

Have-A-Go Hero Stabbed on Train!

Fear of gangs imprisons the elderly in their homes.

School trips at risk as health and safety regulations tighten.

Better safe than sorry.

SECTION B: WRITING

Spend **NO MORE THAN 1 HOUR AND 10 MINUTES** on Section B.

ANSWER QUESTION 7 AND QUESTION 8.

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 could your world be made safer? [30]

WRITING TO ARGUE, PERSUADE, ADVISE

8 Your school/college has decided to cancel a trip to a theme park because of health and safety concerns.

Write a letter to the Head/Principal arguing your own point of view.

Begin your letter ‘Dear Head or Principal ...,’ [30]

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