

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

2432/01

ENGLISH (Specification 1900)

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

WEDNESDAY 18 MAY 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 **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.

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.
‘Opening Worlds’ (OCR)	1, 2	4–5
‘The Old Man and the Sea’ (Hemingway)	3, 4	6–7
‘Things Fall Apart’ (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 passage from ‘Leela’s Friend’ and then answer the question which follows.**

It gave her great joy to play the teacher to Sidda. She made him squat on the floor with a pencil between his fingers and a catalogue in front of him. She had another pencil and a catalogue and commanded, “Now write.” And he had to try and copy whatever she wrote in the pages of her catalogue. She knew two or three letters of the alphabet and could draw a kind of cat and crow. But none of these could Sidda copy even remotely. She said, examining his effort, “Is that how I have drawn the crow? Is this how I have drawn the B?” She pitied him and redoubled her efforts to teach him. But that good fellow, though adept at controlling the moon, was utterly incapable of plying the pencil. Consequently, it looked as though Leela would keep him there pinned to his seat till his stiff, inflexible wrist cracked. He sought relief by saying, “I think your mother is calling you in to dinner.” Leela would drop the pencil and run out of the room and the school hour would end.

5
10
15
20

(1) How do the writers in this passage and in ONE OTHER STORY from the list opposite show the ways some characters try to influence others?

[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 show characters reacting to a new experience?

[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.**

“How old was I when you first took me in a boat?”

“Five and you were nearly killed when I brought the fish in too green and he nearly tore the boat to pieces. Can you remember?”

“I can remember the tail slapping and the banging and the thwart breaking and the noise of the clubbing. I can remember you throwing me into the bow where the wet coiled lines were and feeling the whole boat shiver and the noise of you clubbing him like chopping a tree down and the sweet blood smell all over me.” **5**

10

(3) How does the writer portray the experience of killing a fish 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 Santiago find strength and support in his memories of the past in TWO moments in the novel?

You should write about his memories of:

- **previous fishing expeditions**
- **baseball and arm wrestling.**

[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.**

Okonkwo was provoked to justifiable anger by his youngest wife, who went to plait her hair at her friend's house and did not return early enough to cook the afternoon meal. Okonkwo did not know at first that she was not at home. After waiting in vain for her dish he went to her hut to see what she was doing. There was nobody in the hut and the fireplace was cold.

5

"Where is Ojiugo?" he asked his second wife, who came out of her hut to draw water from a gigantic pot in the shade of a small tree in the middle of the compound.

10

"She has gone to plait her hair."

Okonkwo bit his lips as anger welled up within him.

15

"Where are her children? Did she take them?" he asked with unusual coolness and restraint.

"They are here," answered his first wife, Nwoye's mother. Okonkwo bent down and looked into her hut. Ojiugo's children were eating with the children of his first wife.

20

"Did she ask you to feed them before she went?"

“Yes,” lied Nwoye’s mother, trying to minimise Ojiugo’s thoughtlessness.

**Okonkwo knew she was not speaking the truth. 25
He walked back to his OBI to wait Ojiugo’s return.
And when she returned he beat her very heavily.**

(5) How does the writer show Okonkwo’s feelings about the women in his life 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 make the death of Okonkwo so terrible?

You should think about:

- why he commits suicide**
- the reactions of the others.**

[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.

A DISPOSABLE WORLD?

“As the icecaps melt and the rainforests are cut down we deny life to future generations.”

“It’s so uncool not to have the latest clothes and technogadgets.”

“My favourite toy is still my old teddy bear.”

“Clothes are so cheap in some shops that we can wear an outfit once and throw it away.”

“If we all used public transport we could save the ozone layer.”

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 are the possessions that you most want to keep? [21]

WRITING TO ARGUE, PERSUADE, ADVISE

8 Write the words of a talk to your class persuading them to re-use and re-cycle things instead of throwing them away. [21]



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