

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
ENGLISH (Specification 1900)**

**2432/2**

UNIT 2 Different Cultures, Analysis and Argument (Higher Tier)

**THURSDAY 5 JUNE 2008**

Afternoon  
Time: 1 hour 45 minutes

**Additional materials (enclosed):** None

**Additional materials (required):**

Answer Booklet (8 pages)

ALL texts permitted in examination room.

**Texts must not be annotated.**



**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and 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 for each question 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.

This document consists of **8** printed pages.

**SECTION A: Reading**

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

**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 below from *Games at Twilight* and then answer the question which follows.

They faced the afternoon. It was too hot. Too bright. The white walls of the veranda glared stridently in the sun. The bougainvillea hung about it, purple and magenta, in livid balloons. The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal – aluminium, tin, copper and brass. No life stirred at this arid time of day – the birds still drooped, like dead fruit, in the papery tents of the trees; some squirrels lay limp on the wet earth under the garden tap. The outdoor dog lay stretched as if dead on the veranda mat, his paws and ears and tail all reaching out like dying travellers in search of water. He rolled his eyes at the children – two white marbles rolling in purple sockets, begging for sympathy – and attempted to lift his tail in a wag but could not. It only twitched and lay still. 5

Then, perhaps roused by the shrieks of the children, a band of parrots suddenly fell out of the eucalyptus tree, tumbled frantically in the still, sizzling air, then sorted themselves out into battle formation and streaked away across the white sky. 10

The children, too, felt released. They too began tumbling, shoving, pushing against each other, frantic to start. Start what? Start their business. The business of the children's day which is – play. 20

- (1)** How do the writers make the settings of their stories interesting and important, 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 make you feel sympathy for children in any **two** 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 passage below and then answer the question which follows.

He remembered the time he had hooked one of a pair of marlin. The male fish always let the female fish feed first and the hooked fish, the female, made a wild, panic-stricken despairing fight that soon exhausted her, and all the time the male had stayed with her, crossing the line and circling with her on the surface. He had stayed so close that the old man was afraid he would cut the line with his tail which was sharp as a scythe and almost of that size and shape. When the old man had gaffed her and clubbed her, holding the rapier bill with its sandpaper edge and clubbing her across the top of her head until her colour turned to a colour almost like the backing of mirrors, and then, with the boy's aid, hoisted her aboard, the male fish had stayed by the side of the boat. 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.

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 whatever he had chosen.

When once, through my treachery, it had been necessary to him to make a choice, the old man thought.

His choice had been to stay in the deep dark water far out beyond all traps and snares and treacheries. My choice was to go there to find him beyond all people. Beyond all people in the world. Now we are joined together and have been since noon. And no one to help either one of us.

Perhaps I should not have been a fisherman, he thought. But that was the thing I was born for. I must surely remember to eat the tuna after it gets light.

- (3)** How does Hemingway capture Santiago's feelings about his role as a fisherman, 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** The novel describes the events of just a few days. How does Hemingway increase the reader's understanding of Santiago and Manolin by references to the past, to memories and to dreams?

*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 passage below and then answer the question which follows.

'Looking at a king's mouth,' said an old man, 'one would think he never sucked at his mother's breast.' He was talking about Okonkwo, who had risen so suddenly from great poverty and misfortune to be one of the lords of the clan. The old man bore no ill-will towards Okonkwo. Indeed he respected him for his industry and success. But he was struck, as most people were, by Okonkwo's brusqueness in dealing with less successful men. Only a week ago a man had contradicted him at a kindred meeting which they held to discuss the next ancestral feast. Without looking at the man Okonkwo had said: 'This meeting is for men'. The man who had contradicted him had no titles. That was why he called him a woman. Okonkwo knew how to kill a man's spirit.

Everybody at the kindred meeting took sides with Osugo when Okonkwo called him a woman. The oldest man present said sternly that those whose palm-kernels were cracked for them by a benevolent spirit should not forget to be humble. Okonkwo said he was sorry for what he had said, and the meeting continued.

But it was really not true that Okonkwo's palm-kernels had been cracked for him by a benevolent spirit. He had cracked them himself. Anyone who knew his grim struggle against poverty and misfortune could not say he had been lucky. If ever a man deserved his success, that man was Okonkwo. At an early age he had achieved fame as the greatest wrestler in all the land. That was not luck. At the most one could say that his *chi* or personal god was good. But the Ibo people have a proverb that when a man says yes his *chi* says yes also. Okonkwo said yes very strongly; so his *chi* agreed. And not only his *chi* but his clan too, because it judged a man by the work of his hands. That was why Okonkwo had been chosen by the nine villages to carry a message of war to their enemies unless they agreed to give up a young man and a virgin to atone for the murder of Udo's wife.

- (5)** How far does the picture of Okonkwo presented here reflect the way in which his character is portrayed 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 importance of ceremonies and rituals 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: Stimulus material**

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

## THE GENDER DEBATE

Girls again  
come out top  
in most  
GCSE  
subjects.

FA say no to  
mixed  
football  
teams.

Single-sex  
schools  
dominate the  
top places in  
league tables.

Nursery care  
too expensive  
say working  
parents.

*Women  
claim equal  
prize money  
at  
Wimbledon.*

**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** How far does your own experience lead you to believe that men and women have equal chances in life?

You could comment on your experience at home or in school, or your knowledge of the wider world.

[30]

**WRITING TO ARGUE, PERSUADE, ADVISE**

- 8** “Boys and girls should be taught separately.”

Write the words of a speech to your fellow students arguing your point of view.

[30]

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