

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

2433/2

UNIT 3 Literary Heritage and Imaginative Writing (Higher Tier)

MONDAY 16 JUNE 2008

Morning
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 **Question 1**.
In **Section B**, answer **TWO** questions: **ONE** on **Shakespeare** and **ONE** on **poetry**.

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 **60**.
- **Section A** is worth 30 marks. You are advised to spend **no more than 45 minutes** on it.
- **Section B** is worth 30 marks. You are advised to spend **no more than 1 hour** on it.

This document consists of **4** printed pages.

SECTION A: WRITING

You are advised to spend **no more than 45 minutes** on this Section.

WRITING TO EXPLORE, IMAGINE, ENTERTAIN

Answer **Question 1**. *This task will be marked for writing.*

- 1** Copy out the sentence below and then continue the story, establishing a **mood and atmosphere** appropriate to this opening.

As more and more people arrived the noise level grew, until ...

- *Spend some time thinking and making notes before writing out your answer.*
- *You may choose to end at any appropriate point. You do not have to write a complete story.*
- *Leave yourself time to check your writing.*

[30]

SECTION B: READING

You are advised to spend **no more than 1 hour** on this Section.
Answer **two** questions: **one** on Shakespeare and **one** on Poetry.

TEXTS FROM THE ENGLISH LITERARY HERITAGE

SHAKESPEARE

Answer **ONE** question, on the play you have studied.

2 *Much Ado About Nothing*

- EITHER 2 (a)** How does Shakespeare present the character of Benedick in *Much Ado About Nothing*?

You may choose to focus your answer on **one** or **two** moments in the play.

Support your answer by referring to and quoting from the play.

Remember to put quotation marks round any words or phrases you use from the play. [15]

- OR 2 (b)** In what ways does Shakespeare create humour in *Much Ado About Nothing*?

You may choose to focus your answer on **one** or **two** scenes in the play.

Support your answer by referring to and quoting from the play.

Remember to put quotation marks round any words or phrases you use from the play. [15]

3 *Romeo and Juliet*

- EITHER 3 (a)** How does Shakespeare make the character of Tybalt important in the play, *Romeo and Juliet*?

Support your answer by referring to and quoting from the play.

Remember to put quotation marks round any words or phrases you use from the play. [15]

- OR 3 (b)** Explore some of the ways in which Shakespeare presents the relationship between older and younger generations in *Romeo and Juliet*.

You may choose to focus your answer on **one** or **two** scenes in the play.

Support your answer by referring to and quoting from the play.

Remember to put quotation marks round any words or phrases you use from the play. [15]

POETRY pre-1914 or post-1914: Opening Lines (OCR)

Answer **ONE** question, on the Section you have studied.

EITHER 4 SECTION C: War

Explore some of the ways in which the poets present different reactions to war, in **two** of the following poems:

(Page 38)	Southey	<i>After Blenheim</i>
(Page 41)	Brontë	<i>Song</i>
(Page 42)	Hardy	<i>The Man He Killed.</i>

Support your answer by referring to and quoting from the poems.

Remember to put quotation marks round any words or phrases you use from the poems. [15]

OR 5 SECTION D: Town and Country

Explore some of the ways in which the poets reveal the harsh realities of life, in **two** of the following poems:

(Page 46)	Raleigh	<i>The Nymph's Reply to the Shepherd</i>
(Page 54)	Hood	<i>The Song of the Shirt</i>
(Page 56)	Blake	<i>London.</i>

Support your answer by referring to and quoting from the poems.

Remember to put quotation marks round any words or phrases you use from the poems. [15]

OR 6 SECTION G: How It Looks From Here

Explore some of the ways in which the poets help the reader to think about life in a new way, in **two** of the following poems:

(Page 88)	Porter	<i>A Consumer's Report</i>
(Page 98)	Dunn	<i>I am a Cameraman</i>
(Page 100)	Pugh	<i>Sometimes.</i>

Support your answer by referring to and quoting from the poems.

Remember to put quotation marks round any words or phrases you use from the poems. [15]

OR 7 SECTION H: Poetry of the 1914-1918 War (ii)

Explore some of the ways in which the poets show the effects of war on women, in **two** of the following poems:

(Page 111)	Nesbit	<i>Spring in War-Time</i>
(Page 111)	Brittain	<i>Perhaps-</i>
(Page 112)	Keown	<i>Reported Missing.</i>

Support your answer by referring to and quoting from the poems.

Remember to put quotation marks round any words or phrases you use from the poems. [15]

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