



GCSE

English

Session: 2010 June
Type: Question paper
Code: 1900
Units: 2431; 2432; 2433

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH (Specification 1900)

2431/01

Unit 1 Non-Fiction, Media and Information (Foundation Tier)

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Tuesday 8 June 2010

Morning

Duration: 1 hour 45 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the 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.
- **Section A** is worth **42** marks. You are advised to spend **no more than 1 hour 10 minutes** on it.
- **Section B** is worth **21** marks. You are advised to spend **no more than 35 minutes** on it.
- The total number of marks for this paper is **63**.
- This document consists of **8** pages. Any blank pages are indicated.

SECTION A

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

Reading: NON-FICTION

During the night of May 20th 2007, the *Cutty Sark*, a famous old sailing ship, was partly destroyed by fire. This article describes why the ship was built and what it was used for.

Read this passage carefully and then **answer questions 1(a), (b), (c) and (d)**.

These answers will be marked for reading. Plan your answers and write them carefully.

Cutty Sark: An Historical Treasure



Tourist magnet: the 138-year-old ship before the fire

Since 1954, the *Cutty Sark* has been visited by more than 15 million tourists in its dry dock at
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5

10

15

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20

25

30

Woodget. "She sailed like the witch she really was."

Adapted from an article by Trevor Fishlock.

- 1 (a) In the final paragraph, to what did Captain Woodget compare the *Cutty Sark*? [1]
- (b) From the paragraph beginning 'This was a time when...' (lines 19 to 24), why did some merchants believe that tea was better carried in a sailing ship than in an iron steamship? [2]
- (c) From the paragraph beginning 'This was a time when...' (lines 19 to 24) what caused the age of the tea clipper to end in 1877? [2]
- (d) What made the *Cutty Sark* such a special ship in its day?

Use your own words as far as possible.

[16]

[Total 21 marks]

Turn over for the remainder of Section A


Reading: MEDIA TEXT

Read this newspaper article, which explains the historical importance of the *Cutty Sark*, and then answer **Question 2**.

Your answer will be marked for reading. Plan your answer and write it carefully.

A Powerful Reminder of Past Greatness

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History ablaze: the *Cutty Sark* at the height of the fire

We are so passionate about our great old ships


We cling to memories of the ships representing

Wealth and Empire

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Extract removed due to third party copyright restrictions



2 How does the writer celebrate the importance of the *Cutty Sark*?

In your answer, you should write about:

- the **presentation** of the article
- the **information** given about the importance of the *Cutty Sark*
- the **words and phrases** which celebrate the ship's importance.

[21]

Turn over for Section B

SECTION B

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

Writing to INFORM, EXPLAIN, DESCRIBE

*This answer will be marked for writing. Plan your answer and write it carefully.
Leave enough time to check through what you have written.*

3 Describe an object or place which is special to you.

Explain what makes it so special.

[21]

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH (Specification 1900)

2431/02

Unit 1 Non-Fiction, Media and Information (Higher Tier)

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet
- Resource Booklet (2431/02/RBI – inserted)

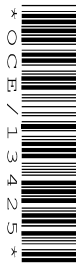
Other Materials Required:

None

Tuesday 8 June 2010

Morning

Duration: 1 hour 45 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- Find the **Reading Booklet Insert for Section A**.
- 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.
- **Section A** is worth **60** marks. You are advised to spend **no more than 1 hour 10 minutes** on it.
- **Section B** is worth **30** marks. You are advised to spend **no more than 35 minutes** on it.
- The total number of marks for this paper is **90**.
- This document consists of **4** pages. Any blank pages are indicated.

SECTION A

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

Reading: NON-FICTION and MEDIA

These answers will be marked for reading. Plan your answers and write them carefully.

Read the article *What is a soap opera?* by Daniel Chandler.

- 1 Outline **concisely** what the article tells you about the key features of soap operas and the ways in which they differ from other kinds of broadcast drama.

Use your own words as far as possible.

[30]

Now read the article *Have TV soaps lost the plot?* by Ben Goldacre.

- 2 Explore some of the ways in which Ben Goldacre sets out to persuade his readers that TV soaps have 'lost the plot'.

You should consider:

- how he presents his ideas
- his language and his tone of voice.

[30]

SECTION B

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

Writing to INFORM, EXPLAIN, DESCRIBE

This answer will be marked for writing. Plan your answer and write it carefully. Leave enough time to check through what you have written.

- 3 Write the words of a talk to your age group introducing your favourite television or radio programme, or your favourite film, or your favourite music.

Describe details of your choice and **explain** what you like about it.

[30]

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH (Specification 1900)

Unit 1 Non-Fiction, Media and Information (Higher Tier)

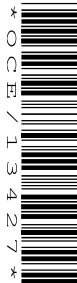
2431/02/RBI

READING BOOKLET INSERT

Tuesday 8 June 2010

Morning

Duration: 1 hour 45 minutes



INSTRUCTIONS TO CANDIDATES

- The material in this READING BOOKLET INSERT is for use with the questions in Section A of the question paper.

INFORMATION FOR CANDIDATES


- This document consists of 4 pages. Any blank pages are indicated.

Non-fiction

In this article from a website, Daniel Chandler describes the genre of television soap opera.

What is a soap opera?

The soap opera genre originated in American radio serials of the 1930s, and owes the name to the
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comments and interpretations.

Media text

Television schedules are packed with hospital dramas and medical storylines. But, asks Ben Goldacre, why do they keep getting it so wrong?

Have TV soaps lost the plot?

Ronny has been stabbed. He is rushed to hospital, *Holby City* to get more people on the NHS organ
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has recognised that, running a campaign through stories are accurate.

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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

Other Materials Required:

- ALL texts permitted in Examination room
They must not be annotated

Thursday 10 June 2010
Afternoon

Duration: 1 hour 45 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that 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.

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 following passage from *The Young Couple* and then answer the question which follows.

... She tried to stop crying but she couldn't, the tears came
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5

10

footsteps running away from her down the stone staircase.

- (1)** How do the writers in this passage and in **one other story** from the list above show a character's emotions in a difficult situation?

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 how an older character treats a younger character wrongly?

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.

But he liked to think about all things that he was involved
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I killed him well.'

15

(3) How does the writer show Santiago's attitudes to the sea and its creatures 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 how the Old Man is either lucky or unlucky in **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.

As soon as his father walked in, that night, Nwoye knew
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had never yet come across them...

- (5)** How does the writer show Nwoye's rejection of Okonkwo's way of 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 show the importance of fighting to Okonkwo, 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.

AMBITIONS FOR THE FUTURE

Tinker, Tailor, Soldier, Sailor...

Rich and unhappy?

Poor and content?

Married with 2.4 children?

Dedicated to a career?

Drifting and undecided?

Single and enjoying myself?

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;

or

- 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 Are ambitions important to you? **[21]**

WRITING TO ARGUE, PERSUADE, ADVISE

8 A close friend or relative has plans for the future which you feel are unsuitable, unrealistic or just won't work.

Write them a letter persuading them to change their mind about these plans.

Begin your letter: 'Dear ...' **[21]**

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH (Specification 1900)

2433/01

Unit 3 Literary Heritage and Imaginative Writing (Foundation Tier)

Candidates answer on the Answer Booklet

OCR Supplied Materials:

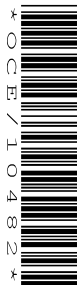
- 8 page Answer Booklet

Other Materials Required:

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

Thursday 17 June 2010
Morning

Duration: 1 hour 45 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that 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**.
- 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.
- **Section A** is worth **21** marks. You are advised to spend **no more than 45 minutes** on it.
- **Section B** is worth **20** marks. You are advised to spend **no more than 1 hour** on it.
- The total number of marks for this paper is **41**.
- This document consists of **8** pages. Any blank pages are indicated.

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 sentences below and then continue the story. **Show the thoughts and feelings of the narrator.**

My phone rang again. Without hesitating, I ...

- *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.*

[21]

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)** Choose **one** or **two** moments in the play *Much Ado About Nothing* which clearly show you Don John's character.

Write about how his character is shown by:

- what he does and why
- the words he uses.

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

Remember to put quotation marks round any words and phrases you use from the play. **[10]**

- OR 2 (b)** Write about **one** or **two** moments which show how important love is to some of the characters in the play *Much Ado About Nothing*.

Write about:

- the way the characters behave
- the words they use.

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

Remember to put quotation marks round any words and phrases you use from the play. **[10]**

Turn to p4 for questions on *Romeo and Juliet*.

3 *Romeo and Juliet*

EITHER 3 (a) Write about **one** or **two** moments when you feel sorry for Juliet in the play *Romeo and Juliet*.

In your answer you should write about:

- the situation Juliet is in
- the words the characters use.

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

Remember to put quotation marks round any words and phrases you use from the play. **[10]**

OR 3 (b) Write about **one** or **two** moments which show how important love is to some of the characters in the play *Romeo and Juliet*.

In your answer you should write about:

- the way the characters behave
- the words they use.

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

Remember to put quotation marks round any words and phrases you use from the play. **[10]**

POETRY pre-1914 OR post-1914: *Opening Lines* (OCR)

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

EITHER 4 SECTION C: War

How do the poets use words and images to show their feelings about soldiers killed in battle, in **two** of the following poems?

(Page 40)	Dobell	<i>Tommy's Dead</i>
(Page 41)	Kipling	<i>The Hyaenas</i>
(Page 42)	Collins	<i>Ode, Written in the Beginning of the Year 1746</i>

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

Remember to put quotation marks round any words and phrases you use from the poems. **[10]**

OR 5 SECTION D: Town and Country

How do the poets use words and images to show their feelings about the natural world, in **two** of the following poems?

(Page 47)	Keats	<i>To Autumn</i>
(Page 49)	Housman	<i>On Wenlock Edge...</i>
(Page 51)	Yeats	<i>The Lake Isle of Innisfree</i>

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

Remember to put quotation marks round any words and phrases you use from the poems. **[10]**

OR 6 SECTION G: How It Looks From Here

How do the poets use words and images to show upsetting or unpleasant experiences, in **two** of the following poems?

(Page 95)	Adcock	<i>Things</i>
(Page 96)	Hill	<i>The Hare</i>
(Page 96)	Paterson	<i>Bedfellows</i>

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

Remember to put quotation marks round any words and phrases you use from the poems. **[10]**

OR 7 SECTION H: The 1914-18 War (ii)

How do the poets use words and images to show the effects of war on those left behind, in **two** of the following poems?

(Page 104)	Owen	<i>The Send-Off</i>
(Page 108)	Cole	<i>The Falling Leaves</i>
(Page 109)	Herbertson	<i>The Seed-Merchant's Son</i>

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

Remember to put quotation marks round any words and phrases you use from the poems. **[10]**

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Unit 3 Literary Heritage and Imaginative Writing (Higher Tier)

Candidates answer on the Answer Booklet

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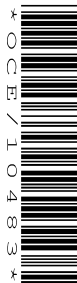
- 8 page Answer Booklet

Other Materials Required:

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

Thursday 17 June 2010
Morning

Duration: 1 hour 45 minutes



INSTRUCTIONS TO CANDIDATES

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- You must answer **THREE** questions.
In **Section A**, answer **Question 1**.
In **Section B**, answer **TWO** questions: **ONE** on **Shakespeare** and **ONE** on **poetry**.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

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- **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.
- The total number of marks for this paper is **60**.
- This document consists of **4** pages. Any blank pages are indicated.

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 sentences below and then continue the story. Focus on **the thoughts and feelings of the narrator**.

My phone rang again. Without hesitating I...

- *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]

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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 Don John in *Much Ado About Nothing*?

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

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

- OR 2 (b)** In what ways does Shakespeare show you how important love is to some of the characters 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 and phrases you use from the play. [15]

3 *Romeo and Juliet*

- EITHER 3 (a)** In what ways does Shakespeare make you feel sympathy for Juliet in *Romeo and Juliet*?

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 and phrases you use from the play. [15]

- OR 3 (b)** In what ways does Shakespeare show you how important love is to some of the characters in *Romeo and Juliet*?

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 and 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 respond to the death of soldiers in battle, in **two** of the following poems:

(Page 40)	Dobell	<i>Tommy's Dead</i>
(Page 41)	Kipling	<i>The Hyaenas</i>
(Page 42)	Collins	<i>Ode, Written in the Beginning of the Year 1746.</i>

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

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

OR 5 SECTION D: Town and Country

Explore some of the ways in which the poets respond to the natural world, in **two** of the following poems:

(Page 47)	Keats	<i>To Autumn</i>
(Page 49)	Housman	<i>On Wenlock Edge...</i>
(Page 51)	Yeats	<i>The Lake Isle of Innisfree</i>

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

Remember to put quotation marks round any words and 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 present disturbing experiences, in **two** of the following poems:

(Page 95)	Adcock	<i>Things</i>
(Page 96)	Hill	<i>The Hare</i>
(Page 96)	Paterson	<i>Bedfellows.</i>

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

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

OR 7 SECTION H: The 1914-18 War (ii)

Explore some of the ways in which the poets present the effects of war on those left behind, in **two** of the following poems:

(Page 104)	Owen	<i>The Send-Off</i>
(Page 108)	Cole	<i>The Falling Leaves</i>
(Page 109)	Herbertson	<i>The Seed-Merchant's Son.</i>

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

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