

Edexcel GCSE

English Literature

Unit 1: Understanding Prose

Foundation Tier

Monday 20 May 2013 – Morning

Time: 1 hour 45 minutes

Paper Reference

5ET1F/01

Questions and Extracts Booklet

Do not return this booklet with the Answer Booklet

Clean copies of set texts may be used

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PEARSON

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You must answer TWO questions.

The extracts for use with Section A are in this question paper.

SECTION A: LITERARY HERITAGE

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SECTION A: LITERARY HERITAGE

Answer ONE question from this section.

Use this extract to answer Question 1.

Animal Farm

Extract taken from Chapter 9.

Muriel began to spell out the words. But Benjamin pushed her aside and in the midst of a deadly silence he read:

“Alfred Simmonds, Horse Slaughterer and Glue Boiler, Willingdon. Dealer in Hides and Bone-Meal. Kennels Supplied.” Do you not understand what that means? They are taking Boxer to the knacker’s!

A cry of horror burst from all the animals. At this moment the man on the box whipped up his horses and the van moved out of the yard at a smart trot. All the animals followed, crying out at the tops of their voices. Clover forced her way to the front. The van began to gather speed. Clover tried to stir her stout limbs to a gallop, and achieved a canter. ‘Boxer!’ she cried. ‘Boxer! Boxer! Boxer!’ And just at this moment, as though he had heard the uproar outside, Boxer’s face, with the white stripe down his nose, appeared at the small window at the back of the van.

‘Boxer!’ cried Clover in a terrible voice. ‘Boxer! Get out! Get out quickly! They are taking you to your death!’

All the animals took up the cry of ‘Get out, Boxer, get out!’ But the van was already gathering speed and drawing away from them. It was uncertain whether Boxer had understood what Clover had said. But a moment later his face disappeared from the window and there was the sound of a tremendous drumming of hoofs inside the van. He was trying to kick his way out. The time had been when a few kicks from Boxer’s hoofs would have smashed the van to matchwood. But alas! his strength had left him; and in a few moments the sound of drumming hoofs grew fainter and died away. In desperation the animals began appealing to the two horses which drew the van to stop. ‘Comrades, comrades!’ they shouted. ‘Don’t take your own brother to his death!’ But the stupid brutes, too ignorant to realise what was happening, merely set back their ears and quickened their pace. Boxer’s face did not reappear at the window.

Animal Farm

Spelling, punctuation and grammar will be assessed in part (d).

1 Answer all parts of the question.

(a) Outline the key events that **follow on from** the extract up to **the end** of the novel. (10)

(b) Explain how the writer presents ignorance in the extract.
Use examples of the writer's language from the extract. (10)

(c) From the extract, what do you learn about the character of Boxer?
Use **evidence** from the extract to support your answer. (8)

(d) Describe how Boxer is presented in **one other** part of the novel.
Use examples of the writer's language to support your answer. (12)

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 1 = 43 marks)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 2.

Dr Jekyll and Mr Hyde

Extract taken from: Search for Mr Hyde.

Mr Utterson had been some minutes at his post, when he was aware of an odd, light footstep drawing near. In the course of his nightly patrols, he had long grown accustomed to the quaint effect with which the footfalls of a single person, while he is still a great way off, suddenly spring out distinct from the vast hum and clatter of the city. Yet his attention had never before been so sharply and decisively arrested; and it was with a strong, superstitious prevision of success that he withdrew into the entry of the court.

The steps drew swiftly nearer, and swelled out suddenly louder as they turned the end of the street. The lawyer, looking forth from the entry, could soon see what manner of man he had to deal with. He was small and very plainly dressed, and the look of him, even at that distance, went somehow strongly against the watcher's inclination. But he made straight for the door, crossing the roadway to save time; and as he came, he drew a key from his pocket like one approaching home.

Mr Utterson stepped out and touched him on the shoulder as he passed. "Mr Hyde, I think?"

Mr Hyde shrunk back with a hissing intake of the breath. But his fear was only momentary; and though he did not look the lawyer in the face, he answered coolly enough: "That is my name. What do you want?"

"I see you are going in," returned the lawyer. "I am an old friend of Dr Jekyll's—Mr Utterson of Gaunt Street—you must have heard my name; and meeting you so conveniently, I thought you might admit me."

"You will not find Dr Jekyll; he is from home," replied Mr Hyde, blowing in the key. And then suddenly, but still without looking up, "How did you know me?" he asked.

Dr Jekyll and Mr Hyde

Spelling, punctuation and grammar will be assessed in part (d).

2 Answer all parts of the question.

(a) Outline the key events that **follow on** from the extract up to **the end of** the next chapter, 'Dr Jekyll was Quite at Ease', when Utterson promises Jekyll he will look after Hyde.

(10)

(b) Explain how the writer presents suspicion in the extract.

Use examples of the writer's language from the extract.

(10)

(c) From the extract, what do you learn about the character of Utterson?

Use **evidence** from the extract to support your answer.

(8)

(d) Explain the importance of suspicion in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 2 = 43 marks)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 3.

The Hound of the Baskervilles

Extract taken from Chapter 14: The Hound of the Baskervilles.

'My God!' he [Sir Henry] whispered. 'What was it? What, in Heaven's name, was it?'

'It's dead, whatever it is,' said Holmes. 'We've laid the family ghost once and for ever.'

In mere size and strength it was a terrible creature which was lying stretched before us. It was not a pure bloodhound and it was not a pure mastiff; but it appeared to be a combination of the two—gaunt, savage, and as large as a small lioness. Even now, in the stillness of death, the huge jaws seemed to be dripping with a bluish flame, and the small, deep-set, cruel eyes were ringed with fire. I placed my hand upon the glowing muzzle, and as I held them up my own fingers smouldered and gleamed in the darkness.

'Phosphorus,' I said.

'A cunning preparation of it,' said Holmes, sniffing at the dead animal. 'There is no smell which might have interfered with his power of scent. We owe you a deep apology, Sir Henry, for having exposed you to this fright. I was prepared for a hound, but not for such a creature as this. And the fog gave us little time to receive him.'

'You have saved my life.'

'Having first endangered it. Are you strong enough to stand?'

'Give me another mouthful of that brandy, and I shall be ready for anything. So! Now, if you will help me up. What do you propose to do?'

'To leave you here. You are not fit for further adventures tonight. If you will wait, one or other of us will go back with you to the Hall.'

He tried to stagger to his feet; but he was still ghastly pale and trembling in every limb. We helped him to a rock, where he sat shivering with his face buried in his hands.

'We must leave you now,' said Holmes. 'The rest of our work must be done, and every moment is of importance. We have our case, and now we only want our man.'

The Hound of the Baskervilles

Spelling, punctuation and grammar will be assessed in part (d).

3 Answer all parts of the question.

(a) Outline the key events that **follow on** from the extract to **the end** of the novel. (10)

(b) Explain how the writer presents fear in the extract.

Use examples of the writer's language from the extract. (10)

(c) From the extract, what do you learn about the character of Holmes?

Use **evidence** from the extract to support your answer. (8)

(d) Describe how Holmes is presented in **one other** part of the novel.

Use examples of the writer's language to support your answer. (12)

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 3 = 43 marks)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 4.

Felicia's Journey

Extract taken from Chapter 23.

'She [Felicia] told me how her mother died and how the old woman lived on, and how her father pasted up his scrapbooks. She walked out into the Saturday-night fog in order to take another lift in my car, but for reasons of her own she walked past it.'

He continues to speak. Hilditch his name is, he says again. Joseph Ambrose, called after a newscaster, a cat burglar in his off-time. Felicia the Irish girl is, a name unfamiliar to him, the name of a woman revolutionary. Strange when you think of it, how people are given their names. Strange, how people are allocated a life. Strange, what happens to people, the Irish girl and himself for starters. All he needs is to know where she is now.

'It would definitely be a help to you, Mr Hilditch, if we showed you the way to the Gathering House so that you could call in at any time. There are kindly folk on hand to bring back to you your peace of mind.'

'I can hear her now,' is Mr Hilditch's response, delighting Marcia Tibbitts further. 'Her footsteps on the gravel.' He walked back into his house that night and the black bar of the fire-grate was on the tiles where she'd dropped it.

'Mr Hilditch, this girl—'

'I took her money to keep her by me, but even so she went away.'

Here is a mad man, Marcia Tibbitts comments to herself, the first she has ever been on a doorstep with. And Miss Calligary, experienced in such matters, recognises a ring of truth in the last statement that has been made to her, and in less than several seconds she says to herself that this man is not as he seems. From his own mouth has come a confession to leave you gasping. He has stolen a girl's money for some heinous purpose, causing a girl to be maligned in the thoughts of others. Miss Calligary requests a repetition of the statement, to ensure beyond doubt that it has been as she heard it. Quieter now, the man says he suffers from delusions.

Felicia's Journey

Spelling, punctuation and grammar will be assessed in part (d).

4 Answer all parts of the question.

(a) Outline the key events that **follow on from** the extract **up to the end** of the novel. (10)

(b) Explain how the writer presents obsession in the extract.
Use examples of the writer's language from the extract. (10)

(c) From the extract, what do you learn about Felicia?
Use **evidence** from the extract to support your answer. (8)

(d) Describe how Felicia is presented in **one other** part of the novel.
Use examples of the writer's language to support your answer. (12)

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 4 = 43 marks)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 5.

Pride and Prejudice

Extract taken from Chapter 29.

From the entrance hall, of which Mr. Collins pointed out, with a rapturous air, the fine proportion and finished ornaments, they followed the servants through an antichamber, to the room where Lady Catherine, her daughter, and Mrs. Jenkinson were sitting.— Her Ladyship, with great condescension, arose to receive them; and as Mrs. Collins had settled it with her husband that the office of introduction should be her's, it was performed in a proper manner, without any of those apologies and thanks which he would have thought necessary.

In spite of having been at St. James's, Sir William was so completely awed, by the grandeur surrounding him, that he had but just courage enough to make a very low bow, and take his seat without saying a word; and his daughter, frightened almost out of her senses, sat on the edge of her chair, not knowing which way to look. Elizabeth found herself quite equal to the scene, and could observe the three ladies before her composedly.—Lady Catherine was a tall, large woman, with strongly-marked features, which might once have been handsome. Her air was not conciliating, nor was her manner of receiving them, such as to make her visitors forget their inferior rank. She was not rendered formidable by silence; but whatever she said, was spoken in so authoritative a tone, as marked her self-importance, and brought Mr. Wickham immediately to Elizabeth's mind; and from the observation of the day altogether, she believed Lady Catherine to be exactly what he had represented.

When, after examining the mother, in whose countenance and deportment she soon found some resemblance of Mr. Darcy, she turned her eyes on the daughter, she could almost have joined in Maria's astonishment, at her being so thin, and so small. There was neither in figure nor face, any likeness between the ladies. Miss De Bourgh was pale and sickly; her features, though not plain, were insignificant; and she spoke very little, except in a low voice, to Mrs. Jenkinson, in whose appearance there was nothing remarkable, and who was entirely engaged in listening to what she said, and placing a screen in the proper direction before her eyes.

Pride and Prejudice

Spelling, punctuation and grammar will be assessed in part (d).

5 Answer all parts of the question.

(a) Outline the key events that **follow on from** the extract up to **the end** of Chapter 31 when Lady Catherine criticises Elizabeth's piano playing. (10)

(b) Explain how the writer presents first impressions in the extract.
Use examples of the writer's language from the extract. (10)

(c) From the extract, what do you learn about the character of Lady Catherine De Bourgh?
Use **evidence** from the extract to support your answer. (8)

(d) Explain the importance of first impressions in **one other** part of the novel.
Use examples of the writer's language to support your answer. (12)

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 5 = 43 marks)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 6.

Great Expectations

Extract taken from Chapter 49.

[Pip] And could I look upon her without compassion, seeing her punishment in the ruin she was, in her profound unfitness for this earth on which she was placed, in the vanity of sorrow which had become a master mania, like the vanity of penitence, the vanity of remorse, the vanity of unworthiness, and other monstrous vanities that have been curses in this world?

[Miss Havisham] "Until you spoke to her the other day, and until I saw in you a looking-glass that showed me what I once felt myself, I did not know what I had done. What have I done! What have I done!" And so again, twenty, fifty times over, What had she done!

"Miss Havisham," I said, when her cry had died away, "you may dismiss me from your mind and conscience. But Estella is a different case, and if you can ever undo any scrap of what you have done amiss in keeping a part of her right nature away from her, it will be better to do that, than to bemoan the past through a hundred years."

"Yes, yes, I know it. But, Pip—my Dear!" There was an earnest womanly compassion for me in her new affection. "My Dear! Believe this: when she first came to me, I meant to save her from misery like my own. At first I meant no more."

"Well, well!" said I. "I hope so."

"But as she grew, and promised to be very beautiful, I gradually did worse, and with my praises, and with my jewels, and with my teachings, and with this figure of myself always before her a warning to back and point my lessons, I stole her heart away and put ice in its place."

"Better," I could not help saying, "to have left her a natural heart, even to be bruised or broken."

With that, Miss Havisham looked distractedly at me for a while, and then burst out again, What had she done!

"If you knew all my story," she pleaded, "you would have some compassion for me and a better understanding of me."

Great Expectations

Spelling, punctuation and grammar will be assessed in part (d).

6 Answer all parts of the question.

(a) Outline the key events that **follow on from** the extract up to the **end** of Chapter 51 when Mr. Jaggers and Wemmick go to work again.

(10)

(b) Explain how the writer presents guilt in the extract.

Use examples of the writer's language from the extract.

(10)

(c) From the extract, what do you learn about the character of Miss Havisham?

Use **evidence** from the extract to support your answer.

(8)

(d) Describe how Miss Havisham is presented in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 6 = 43 marks)

TOTAL FOR SECTION A = 43 MARKS

SECTION B: DIFFERENT CULTURES AND TRADITIONS

There are two questions on each text. Answer ONE question from this section.

Anita and Me

EITHER

*7 In what ways is Nanima an important character in the novel?

In your answer you **must** consider:

- what Nanima says and does
- how Nanima's arrival affects others
- why Nanima's relationship with Meena is important.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 7 = 46 marks)

OR

*8 Explain the importance of Meena's childhood in the novel.

In your answer you **must** consider:

- what sort of childhood Meena experiences
- how Meena grows up
- why Meena's childhood is different from Anita's.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 8 = 46 marks)

Balzac and the Little Chinese Seamstress

EITHER

***9** Explain the importance of Phoenix Mountain in the novel.

In your answer you **must** consider:

- what happens on Phoenix Mountain
- why the boys are sent to Phoenix Mountain
- why the Chinese Seamstress leaves Phoenix Mountain.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 9 = 46 marks)

OR

***10** In what ways are journeys important in this novel?

In your answer you **must** consider:

- what journeys characters make
- why some journeys are different from others
- how these journeys affect those involved.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 10 = 46 marks)

SECTION B: DIFFERENT CULTURES AND TRADITIONS

Heroes

EITHER

*11 In what ways is St Jude's important in the novel?

In your answer you **must** consider:

- what happens at St Jude's Church, School and Club
- why St Jude's is important to many of the characters
- how St Jude's affects Francis's life.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 11 = 46 marks)

OR

*12 Explain the importance of reputation in the novel.

In your answer you **must** consider:

- Francis's reputation
- how Larry LaSalle gains a good reputation
- why some reputations are false.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 12 = 46 marks)

Of Mice and Men

EITHER

***13** In what ways is George an important character in the novel?

In your answer you **must** consider:

- what George says and does
- how George is affected by his relationship with Lennie
- how George's relationships with other characters affect him.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 13 = 46 marks)

OR

***14** In what ways are animals important in the novel?

In your answer you **must** consider:

- what happens to animals in the novel, such as Candy's dog
- how Lennie is linked to animals
- why links between the animals and key events in the novel are important.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 14 = 46 marks)

SECTION B: DIFFERENT CULTURES AND TRADITIONS

Rani and Sukh

EITHER

*15 In what ways is Kulwant Sandhu an important character in the novel?

In your answer you **must** consider:

- what Kulwant says and does
- how the relationship between Kulwant and Billah goes wrong
- how Rani and Sukh are affected by Kulwant.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 15 = 46 marks)

OR

*16 In what ways is the theme of tragedy important in the novel?

In your answer you **must** consider:

- what happens to Rani and Sukh
- why the events in the Punjab in the 1960s are important
- why the links between the generations are important.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 16 = 46 marks)

Riding the Black Cockatoo

EITHER

***17** In what ways is Fiona important in the text?

In your answer you **must** consider:

- what Fiona says and does
- why Fiona's actions are important
- how John is affected by Fiona.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 17 = 46 marks)

OR

***18** In what ways are attitudes important in the text?

In your answer you **must** consider:

- John's attitudes at the start of the story
- how John's attitudes change
- how John changes the attitudes of others.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 18 = 46 marks)

SECTION B: DIFFERENT CULTURES AND TRADITIONS

To Kill a Mockingbird

EITHER

*19 In what ways are the Ewells important in the novel?

In your answer you **must** consider:

- Mayella Ewell's relationship with Tom Robinson
- how the Ewells are involved in the trial of Tom Robinson
- why Bob Ewell tries to gain revenge on Atticus.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 19 = 46 marks)

OR

*20 Explain the importance of 'mockingbirds' in the novel.

In your answer you **must** consider:

- what is said about mockingbirds
- how some characters may be considered as 'mockingbirds'
- how Scout learns from the actions of these 'mockingbirds'.

You may include other ideas of your own.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 20 = 46 marks)

TOTAL FOR SECTION B = 46 MARKS

TOTAL FOR PAPER = 89 MARKS

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Centre Number

Candidate Number

Edexcel GCSE

English Literature

Unit 1: Understanding Prose

Foundation Tier

Monday 20 May 2013 – Morning

Time: 1 hour 45 minutes

Paper Reference

5ET1F/01

You must have: Questions and Extracts Booklet (enclosed)
Clean copies of set texts may be used.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- You must answer **two** questions. Answer **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 89.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

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(Section A continued)

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(Section A continued)

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(Section A continued)

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TOTAL FOR SECTION A = 43 MARKS



(Section B continued)

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(Section B continued)

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TOTAL FOR SECTION B = 46 MARKS
TOTAL FOR PAPER = 89 MARKS



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