

Pearson Edexcel GCSE

English Literature

Unit 1: Understanding Prose

Foundation Tier

Monday 18 May 2015 – Morning
Questions and Extracts Booklet

Paper Reference
5ET1F/01

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You must answer TWO questions.

Answer ONE question from Section A and ONE question from Section B.

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

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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 4.

Snowball, who had studied an old book of Julius Caesar's campaigns which he had found in the farmhouse, was in charge of the defensive operations. He gave his orders quickly, and in a couple of minutes every animal was at his post.

As the human beings approached the farm buildings, Snowball launched his first attack. All the pigeons, to the number of thirty-five, flew to and fro over the men's heads and muted¹ upon them from mid-air; and while the men were dealing with this, the geese, who had been hiding behind the hedge, rushed out and pecked viciously at the calves of their legs. However, this was only a light skirmishing manoeuvre, intended to create a little disorder, and the men easily drove the geese off with their sticks. Snowball now launched his second line of attack. Muriel, Benjamin, and all the sheep, with Snowball at the head of them, rushed forward and prodded and butted the men from every side, while Benjamin turned round and lashed at them with his small hoofs. But once again the men, with their sticks and their hobnailed boots, were too strong for them; and suddenly, at a squeal from Snowball, which was the signal for retreat, all the animals turned and fled through the gateway into the yard.

The men gave a shout of triumph. They saw, as they imagined, their enemies in flight, and they rushed after them in disorder. This was just what Snowball had intended. As soon as they were well inside the yard, the three horses, the three cows, and the rest of the pigs, who had been lying in ambush in the cowshed, suddenly emerged in their rear, cutting them off. Snowball now gave the signal for the charge. He himself dashed straight for Jones. Jones saw him coming, raised his gun, and fired. The pellets scored bloody streaks along Snowball's back, and a sheep dropped dead. Without halting for an instant Snowball flung his fifteen stone against Jones's legs.

Glossary

¹*muted* dropped their dung

Animal Farm

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

1 Answer all parts of the question.

(a) From this extract, what do you learn about the character of Snowball?

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

(8)

(b) Explain how the writer uses language in the extract to describe the battle.

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

(12)

* (c) In the extract, Snowball is presented as a leader.

Explain how the writer presents leadership in **one other** part of the novel.

Use **evidence** to support your answer.

(16)

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

(Total for Question 1 = 39 marks)

Use this extract to answer Question 2.

Dr Jekyll and Mr Hyde

Extract taken from *The Last Night*.

Mr Utterson's only answer was to rise and get his hat and great coat; but he observed with wonder the greatness of the relief that appeared upon the butler's face, and perhaps with no less, that the wine was still untasted when he set it down to follow.

It was a wild, cold, seasonable night of March, with a pale moon, lying on her back as though the wind had tilted her, and a flying wrack of the most diaphanous and lawny texture. The wind made talking difficult, and flecked the blood into the face. It seemed to have swept the streets unusually bare of passengers, besides; for Mr Utterson thought he had never seen that part of London so deserted. He could have wished it otherwise; never in his life had he been conscious of so sharp a wish to see and touch his fellow-creatures; for struggle as he might, there was borne in upon his mind a crushing anticipation of calamity. The square, when they got there, was all full of wind and dust, and the thin trees in the garden were lashing themselves along the railing. Poole, who had kept all the way a pace or two ahead, now pulled up in the middle of the pavement, and in spite of the biting weather, took off his hat and mopped his brow with a red pocket-handkerchief. But for all the hurry of his coming, these were not the dews of exertion that he wiped away, but the moisture of some strangling anguish; for his face was white and his voice, when he spoke, harsh and broken.

'Well, sir,' he said, 'here we are, and God grant there be nothing wrong.'

'Amen, Poole,' said the lawyer.

Thereupon the servant knocked in a very guarded manner; the door was opened on the chain; and a voice asked from within, 'Is that you, Poole?'

'It's all right,' said Poole. 'Open the door.'

The hall, when they entered it, was brightly lighted up; the fire was built high; and about the hearth the whole of the servants, men and women, stood huddled together like a flock of sheep.

Dr Jekyll and Mr Hyde

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

2 Answer all parts of the question.

(a) From this extract, what do you learn about the character of Poole?

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

(8)

(b) Explain how the writer uses language in the extract to describe the setting.

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

(12)

*(c) In the extract, characters are afraid.

Explain how the writer presents fear in **one other** part of the novel.

Use **evidence** to support your answer.

(16)

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

(Total for Question 2 = 39 marks)

Use this extract to answer Question 3.

The Hound of the Baskervilles

Extract taken from Chapter 4 (IV) *Sir Henry Baskerville*.

He [Sir Henry] wore a ruddy-tinted tweed suit, and had the weather-beaten appearance of one who has spent most of his time in the open air, and yet there was something in his steady eye and the quiet assurance of his bearing which indicated the gentleman.

'This is Sir Henry Baskerville,' said Dr Mortimer.

'Why, yes,' said he, 'and the strange thing is, Mr Sherlock Holmes, that if my friend here had not proposed coming round to you this morning I should have come on my own. I understand that you think out little puzzles, and I've had one this morning which wants more thinking out than I am able to give to it.'

'Pray take a seat, Sir Henry. Do I understand you to say that you have yourself had some remarkable experience since you arrived in London?'

'Nothing of much importance, Mr Holmes. Only a joke, as like as not. It was this letter, if you can call it a letter, which reached me this morning.'

He laid an envelope upon the table, and we all bent over it. It was of common quality, greyish in colour. The address, 'Sir Henry Baskerville, Northumberland Hotel', was printed in rough characters; the post-mark 'Charing Cross', and the date of posting the preceding evening.

'Who knew that you were going to the Northumberland Hotel?' asked Holmes, glancing keenly across at our visitor.

'No one could have known. We only decided after I met Dr Mortimer.'

'But Dr Mortimer was, no doubt, already stopping there?'

'No, I had been staying with a friend,' said the doctor. 'There was no possible indication that we intended to go to this hotel.'

'Hum! Someone seems to be very deeply interested in your movements.' Out of the envelope he took a half-sheet of foolscap paper folded into four. This he opened and spread flat upon the table. Across the middle of it a single sentence had been formed by the expedient of pasting printed words upon it. It ran: 'As you value your life or your reason keep away from the moor.' The word 'moor' only was printed in ink.

The Hound of the Baskervilles

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

3 Answer all parts of the question.

(a) From this extract, what do you learn about the character of Sir Henry?

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

(8)

(b) Explain how the writer uses language in the extract to present mystery.

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

(12)

*(c) In the extract, Holmes is presented with a mystery.

Explain how the writer presents a mystery in **one other** part of the novel.

Use **evidence** to support your answer.

(16)

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

(Total for Question 3 = 39 marks)

Use this extract to answer Question 4.

Felicia's Journey

Extract taken from Chapter 4.

'It's no joke being unemployed,' Johnny Lysaght said, leaning against Chawke's window. He undid the cellophane on a packet of cigarettes and offered her one. She shook her head.

'It's not, all right,' she said. 'No joke.'

Her freedom had been taken from her with the loss of her employment – the freedom to sit with Carmel and Rose and Connie Jo in the Diamond Coffee Dock, an evening at the Two-Screen Ritz without first having to calculate the cost. Within a few weeks of the canning factory's closure she had spent what savings she'd accumulated, and it was only fair – as her father had made clear – that any dole money coming into the house should go towards board and upkeep. A family had to pull together, especially the family of a widower.

'Come down to Sheehy's,' Johnny Lysaght invited. 'A drink?'

'Ah no, I have to get back now.'

It was half past three in the afternoon. She had chops and greens to buy yet. The main meal was at a quarter to six because her brothers couldn't get back from the quarries in the middle of the day, and her father was given something at half-twelve in the convent kitchen. At four she would put the chops on to stew, with half a turnip cut up, and a sliced onion. It was necessary to have the stew beginning to bubble by a quarter past.

'Later on?' Johnny Lysaght suggested. 'Seven? Half-seven?'

In her lodging house bed Felicia remembers wanting to say yes, but hesitating. She remembers feeling awkward, saying nothing.

'Half-seven?' Johnny Lysaght suggested again.

'In Sheehy's, d'you mean?'

'What's wrong with Sheehy's, Felicia?'

He laughed and she laughed, experiencing a surge of relief in her stomach. The cigarette packet was still in his hand; through his smile he blew out smoke. Why was he bothering with her? Carmel or Rose or any other girl she could think of would drop everything to go out with Johnny Lysaght. She hadn't their looks; she wasn't much.

'I'll see you,' he said softly.

The cadences in his voice, his smiling glances, flow through her night thoughts.

Felicia's Journey

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

4 Answer all parts of the question.

(a) From this extract, what do you learn about the character of Johnny Lysaght?

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

(8)

(b) Explain how the writer uses language in the extract to present Felicia's thoughts and feelings.

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

(12)

*(c) In the extract, Felicia thinks about her family.

Explain how the writer presents family life in **one other** part of the novel.

Use **evidence** to support your answer.

(16)

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

(Total for Question 4 = 39 marks)

Use this extract to answer Question 5.

Pride and Prejudice

Extract taken from Chapter VIII (8).

When dinner was over, she [Elizabeth] returned directly to Jane, and Miss Bingley began abusing her as soon as she was out of the room. Her manners were pronounced to be very bad indeed, a mixture of pride and impertinence; she had no conversation, no stile, no taste, no beauty. Mrs. Hurst thought the same, and added,

"She has nothing, in short, to recommend her, but being an excellent walker. I shall never forget her appearance this morning. She really looked almost wild."

"She did indeed, Louisa. I could hardly keep my countenance. Very nonsensical to come at all! Why must *she* be scampering about the country, because her sister had a cold? Her hair so untidy, so blowsy!"

"Yes, and her petticoat; I hope you saw her petticoat, six inches deep in mud, I am absolutely certain; and the gown which had been let down to hide it, not doing its office."

"Your picture may be very exact, Louisa," said Bingley; "but this was all lost upon me. I thought Miss Elizabeth Bennet looked remarkably well, when she came into the room this morning. Her dirty petticoat quite escaped my notice."

"*You* observed it, Mr. Darcy, I am sure," said Miss Bingley; "and I am inclined to think that you would not wish to see *your sister* make such an exhibition."

"Certainly not."

"To walk three miles, or four miles, or five miles, or whatever it is, above her ankles in dirt, and alone, quite alone! what could she mean by it? It seems to me to shew an abominable sort of conceited independence, a most country town indifference to decorum."

"It shews an affection for her sister that is very pleasing," said Bingley.

"I am afraid, Mr. Darcy," observed Miss Bingley, in a half whisper, "that this adventure has rather affected your admiration of her fine eyes."

"Not at all," he replied; "they were brightened by the exercise." – A short pause followed this speech, and Mrs. Hurst began again.

Pride and Prejudice

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

5 Answer all parts of the question.

(a) From this extract, what do you learn about the character of Miss Bingley?

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

(8)

(b) Explain how the writer uses language in the extract to present thoughts and feelings about Elizabeth's walk.

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

(12)

*(c) In the extract, the characters show prejudice.

Explain how the writer presents prejudice in **one other** part of the novel.

Use **evidence** to support your answer.

(16)

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

(Total for Question 5 = 39 marks)

Use this extract to answer Question 6.

Great Expectations

Extract taken from Chapter II (2).

Joe was a fair man, with curls of flaxen hair on each side of his smooth face, and with eyes of such a very undecided blue that they seemed to have somehow got mixed with their own whites. He was a mild, good-natured, sweet-tempered, easy-going, foolish, dear fellow – a sort of Hercules in strength, and also in weakness.

My sister, Mrs. Joe, with black hair and eyes, had such a prevailing redness of skin that I sometimes used to wonder whether it was possible she washed herself with a nutmeg-grater instead of soap. She was tall and bony, and almost always wore a coarse apron, fastened over her figure behind with two loops, and having a square impregnable bib in front, that was stuck full of pins and needles. She made it a powerful merit in herself, and a strong reproach against Joe, that she wore this apron so much. Though I really see no reason why she should have worn it at all: or why, if she did wear it at all, she should not have taken it off, every day of her life.

Joe's forge adjoined our house, which was a wooden house, as many of the dwellings in our country were – most of them, at that time. When I ran home from the churchyard, the forge was shut up, and Joe was sitting alone in the kitchen. Joe and I being fellow-sufferers, and having confidences as such, Joe imparted a confidence to me, the moment I raised the latch of the door and peeped in at him opposite to it, sitting in the chimney corner.

"Mrs. Joe has been out a dozen times, looking for you, Pip. And she's out now, making it a baker's dozen."

"Is she?"

"Yes, Pip," said Joe; "and what's worse, she's got Tickler with her."

At this dismal intelligence, I twisted the only button on my waistcoat round and round, and looked in great depression at the fire. Tickler was a wax-ended piece of cane, worn smooth by collision with my tickled frame.

Great Expectations

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

6 Answer all parts of the question.

(a) From this extract, what do you learn about the character of Mrs. Joe?

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

(8)

(b) Explain how the writer uses language in the extract to present the relationship between Pip and Joe.

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

(12)

*(c) In the extract, Pip expects to receive a cruel punishment.

Explain how the writer presents cruelty in **one other** part of the novel.

Use **evidence** to support your answer.

(16)

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

(Total for Question 6 = 39 marks)

TOTAL FOR SECTION A = 39 MARKS

SECTION B: DIFFERENT CULTURES AND TRADITIONS

There are two questions on each text. Answer ONE question from your chosen text.

Spelling, punctuation and grammar will be assessed in your answer.

Anita and Me

EITHER

*7 Explain the importance of Meena's upbringing in the novel.

In your answer you **must** consider:

- how Meena's parents bring her up
- how Nanima's arrival is important
- Meena's family traditions and culture.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 7 = 47 marks)

OR

*8 In what ways is friendship important in the novel?

In your answer you **must** consider:

- Meena's friendship with Anita
- Meena's friendship with Robert
- what Meena learns from different friendships.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 8 = 47 marks)

Balzac and the Little Chinese Seamstress

EITHER

***9** Explain the importance of the Narrator's friendships in the novel.

In your answer you **must** consider:

- the Narrator's friendship with Luo
- the Narrator's friendship with Four-Eyes
- how 're-education' introduces the Narrator to new friends.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 9 = 47 marks)

OR

***10** In what ways is 're-education' important in the novel?

In your answer you **must** consider:

- why characters are 're-educated'
- which characters are 're-educated'
- how characters are 're-educated'.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 10 = 47 marks)

Heroes

EITHER

***11** Explain the importance of the relationship between Francis and Nicole in the novel.

In your answer you **must** consider:

- how Francis and Nicole meet
- how their relationship is affected by Larry LaSalle
- the effect of the war on their relationship.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 11 = 47 marks)

OR

***12** In what ways is heroism important in the novel?

In your answer you **must** consider:

- why Larry LaSalle is considered a 'hero'
- how Francis becomes a 'hero'
- Francis's view of 'real heroes' at the end of the novel.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 12 = 47 marks)

Of Mice and Men

EITHER

***13** Explain the importance of Crooks in the novel.

In your answer you **must** consider:

- what Crooks says and does
- why Crooks has his own room
- Crooks's interaction with other characters.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 13 = 47 marks)

OR

***14** In what ways is loneliness important in the novel?

In your answer you **must** consider:

- which characters are lonely
- why these characters are lonely
- how loneliness affects the characters on the ranch.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 14 = 47 marks)

Rani and Sukh

EITHER

***15** Explain the importance of Sukh's upbringing in the novel.

In your answer you **must** consider:

- his relationship with his family
- his relationship with Rani
- how his family's history in the Punjab affects Sukh.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 15 = 47 marks)

OR

***16** Why are family feuds important in the novel?

In your answer you **must** consider:

- the feud that began in the Punjab
- the present-day feud between Rani and Sukh's families
- how the feud results in Sukh's death.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 16 = 47 marks)

Riding the Black Cockatoo

EITHER

***17** Explain the importance of John's relationships with Aborigines in the text.

In your answer you **must** consider:

- John's relationship with Craig
- John's relationship with Gary
- John's relationship with Bob Weatherall.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the text.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 17 = 47 marks)

OR

***18** Why is education important in the text?

In your answer you **must** consider:

- John's course at university
- how education changes John's attitudes
- how education changes John's father.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the text.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 18 = 47 marks)

To Kill a Mockingbird

EITHER

***19** Explain the importance of Mrs Dubose in the novel.

In your answer you **must** consider:

- Mrs Dubose's reputation
- the incident with the camellias and the reading sessions
- what the children learn from Atticus about Mrs Dubose.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 19 = 47 marks)

OR

***20** In what ways is growing up important in the novel?

In your answer you **must** consider:

- how Scout grows up
- how Jem grows up
- the lessons learned at the end of the novel.

You may include other ideas of your own.

Your answer **must** show your understanding of the context of the novel.

Use **evidence** to support your answer.

(Total for spelling, punctuation and grammar = 7 marks)

(Total for Question 20 = 47 marks)

TOTAL FOR SECTION B = 47 MARKS

TOTAL FOR PAPER = 86 MARKS

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Sources taken/adapted from:

Animal Farm, George Orwell (Heinemann, 1972)

Dr Jekyll and Mr Hyde, Robert Louis Stevenson (Penguin Classics, 2002)

Felicia's Journey, William Trevor (Penguin, 1995)

Great Expectations, Charles Dickens (Penguin Classics, 2003)

Pride and Prejudice, Jane Austen (Penguin Classics, 2003)

The Hound of the Baskervilles, Sir Arthur Conan Doyle (Penguin Classics, 2001)

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