

Edexcel GCSE

English Literature

Unit 1: Understanding Prose

Higher Tier

Wednesday 9 January 2013 – Afternoon

Paper Reference

Time: 1 hour 45 minutes

5ET1H/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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Answer ONE question

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Answer ONE question

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SECTION A: LITERARY HERITAGE

Use this extract to answer Question 1.

Animal Farm

Extract taken from Chapter 2.

In past years Mr Jones, although a hard master, had been a capable farmer, but of late he had fallen on evil days. He had become much disheartened after losing money in a lawsuit, and had taken to drinking more than was good for him. For whole days at a time he would lounge in his Windsor chair in the kitchen, reading the newspapers, drinking, and occasionally feeding Moses on crusts of bread soaked in beer. His men were idle and dishonest, the fields were full of weeds, the buildings wanted roofing, the hedges were neglected, and the animals were underfed.

June came and the hay was almost ready for cutting. On Midsummer's Eve, which was a Saturday, Mr Jones went into Willingdon and got so drunk at the Red Lion that he did not come back till midday on Sunday. The men had milked the cows in the early morning and then had gone out rabbiting, without bothering to feed the animals. When Mr Jones got back he immediately went to sleep on the drawing-room sofa with the *News of the World* over his face, so that when evening came, the animals were still unfed. At last they could stand it no longer. One of the cows broke in the door of the store-shed with her horns and all the animals began to help themselves from the bins. It was just then that Mr Jones woke up. The next moment he and his four men were in the store-shed with whips in their hands, lashing out in all directions. This was more than the hungry animals could bear. With one accord, though nothing of the kind had been planned beforehand, they flung themselves upon their tormentors. Jones and his men suddenly found themselves being butted and kicked from all sides. The situation was quite out of their control. They had never seen animals behave like this before, and this sudden uprising of creatures whom they were used to thrashing and maltreating just as they chose, frightened them almost out of their wits.

Animal Farm

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

1 Answer all parts of the question.

(a) From the extract, what do you discover about the character of Mr Jones?

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

(8)

(b) Comment on how language is used to create an impression of sympathy in the extract.

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

(10)

(c) Explore the significance of control in the extract.

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

(10)

(d) Explore the significance of control 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: Dr Jekyll was Quite at Ease.

[Jekyll] 'O, I know he's a good fellow – you needn't frown – an excellent fellow, and I always mean to see more of him; but a hide-bound pedant for all that; an ignorant blatant pedant. I was never more disappointed in any man than Lanyon.'

'You know I never approved of it,' pursued Utterson, ruthlessly disregarding the fresh topic.

'My will? Yes, certainly, I know that,' said the doctor, a trifle sharply. 'You have told me so.'

'Well, I tell you so again,' continued the lawyer. 'I have been learning something of young Hyde.'

The large handsome face of Dr Jekyll grew pale to the very lips, and there came a blackness about his eyes. 'I do not care to hear more,' said he. 'This is a matter I thought we had agreed to drop.'

'What I heard was abominable,' said Utterson.

'It can make no change. You do not understand my position,' returned the doctor, with a certain incoherency of manner. 'I am painfully situated, Utterson; my position is very strange – a very strange one. It is one of those affairs that cannot be mended by talking.'

'Jekyll,' said Utterson, 'you know me: I am a man to be trusted. Make a clean breast of this in confidence; and I make no doubt I can get you out of it.'

'My good Utterson,' said the doctor, 'this is very good of you, this is downright good of you, and I cannot find words to thank you in. I believe you fully; I would trust you before any man alive, ay, before myself, if I could make the choice; but indeed it isn't what you fancy; it is not so bad as that; and just to put your good heart at rest, I will tell you one thing: the moment I choose, I can be rid of Mr Hyde. I give you my hand upon that; and I thank you again and again; and I will just add one little word, Utterson, that I'm sure you'll take in good part: this is a private matter, and I beg of you to let it sleep.'

Dr Jekyll and Mr Hyde

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

2 Answer all parts of the question.

(a) From the extract, what do you discover about the character of Dr Jekyll?

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

(8)

(b) Comment on the effect of the language used to present the character of Utterson in the extract.

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

(10)

(c) Explore the significance of secrecy in this extract.

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

(10)

(d) Explore the significance of secrecy 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 2.

Mortimer's account:

'Within the last few months it became increasingly plain to me that Sir Charles's nervous system was strained to breaking-point. He had taken this legend which I have read you exceedingly to heart – so much so that, although he would walk in his own grounds, nothing would induce him to go out upon the moor at night. Incredible as it may appear to you, Mr Holmes, he was honestly convinced that a dreadful fate overhung his family, and certainly the records which he was able to give of his ancestors were not encouraging. The idea of some ghastly presence constantly haunted him, and on more than one occasion he has asked me whether I had on my medical journeys at night ever seen any strange creature or heard the baying of a hound. The latter question he put to me several times, and always with a voice which vibrated with excitement.

'I can well remember driving up to his house in the evening, some three weeks before the fatal event. He chanced to be at his hall door. I had descended from my gig and was standing in front of him, when I saw his eyes fix themselves over my shoulder, and stare past me with an expression of the most dreadful horror. I whisked round and had just time to catch a glimpse of something which I took to be a large black calf passing at the head of the drive. So excited and alarmed was he that I was compelled to go down to the spot where the animal had been and look around for it. It was gone, however, and the incident appeared to make the worst impression upon his mind. I stayed with him all of the evening, and it was on that occasion, to explain the emotion which he had shown, that he confided to my keeping that narrative which I read to you when I first came.'

The Hound of the Baskervilles

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

3 Answer all parts of the question.

- (a) From the extract, what do you discover about the character of Sir Charles Baskerville?

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

(8)

- (b) Comment on the effect of the language used to describe the character of Mortimer in the extract.

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

(10)

- (c) Explore the significance of the supernatural in the extract.

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

(10)

- (d) Explore the significance of the supernatural 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 4.

From across the hall came her great-grandmother's occasional grunt of impatience or a call for assistance when her jigsaw pieces clattered to the floor, the bedroom door open, as it always was during the day in case of an emergency. 'How's she been?' Her father's first utterance was the same as ever it was when he entered the kitchen at a quarter past five, but that evening the repetition had an airy freshness about it. Nor was it an irritation when his lowered voice – still loud enough to cross the hall – regaled his grandmother with the details of his day: how he had raked up the last of the grass cuttings and layered them into his compost stack, how Sister Antony Ixida had been on about tayberries again. 'Who are you anyway?' came the old woman's familiar cry. 'What do you want with me?'

Not wishing to think about the old woman, Felicia is not entirely successful when she tries to divert her thoughts. She remembers how – that lovely, different Monday evening – she in error set a place at the table for Aidan, forgetting that his home was in McGrattan Street now, in the flat above his in-laws' bicycle and pram shop. At six her two brothers came in from the quarries, as similar in their reticence as in their appearance, sitting down immediately at the kitchen table to await their food. 'Yes, she's struggling on,' her father reported, returning from his visit to the bedroom and bringing with him an aura of the old woman. Her presence rekindled a spirit in him, her history had long been rooted in his sensibilities: that seventy-five years ago her husband of a month, with two companions, had died for Ireland's freedom was a fact that was revered, through his insistence, in the household. The tragedy had left her destitute, with a child expected; had obliged her for the remainder of her active life to earn what she could by scrubbing the floors of offices and private houses.

Felicia's Journey

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

4 Answer all parts of the question.

(a) From the extract, what do you discover about the character of Felicia's father?

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

(8)

(b) Comment on the effect of language used to present the character of Felicia's great-grandmother in the extract.

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

(10)

(c) Explore the significance of memories in the extract.

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

(10)

(d) Explore the significance of memories 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 14.

"You judge very properly," said Mr. Bennet, "and it is happy for you that you possess the talent of flattering with delicacy. May I ask whether these pleasing attentions proceed from the impulse of the moment, or are the result of previous study?"

[Mr Collins] "They arise chiefly from what is passing at the time, and though I sometimes amuse myself with suggesting and arranging such little elegant compliments as may be adapted to ordinary occasions, I always wish to give them as unstudied an air as possible."

Mr. Bennet's expectations were fully answered. His cousin was as absurd as he had hoped, and he listened to him with the keenest enjoyment, maintaining at the same time the most resolute composure of countenance, and except in an occasional glance at Elizabeth, requiring no partner in his pleasure.

By tea-time however the dose had been enough, and Mr. Bennet was glad to take his guest into the drawing-room again, and when tea was over, glad to invite him to read aloud to the ladies. Mr. Collins readily assented, and a book was produced; but on beholding it, (for every thing announced it to be from a circulating library,) he started back, and begging pardon, protested that he never read novels.—Kitty stared at him, and Lydia exclaimed.—Other books were produced, and after some deliberation he chose Fordyce's Sermons. Lydia gaped as he opened the volume, and before he had, with very monotonous solemnity, read three pages, she interrupted him with,

"Do you know, mama, that my uncle Philips talks of turning away Richard, and if he does, Colonel Forster will hire him. My aunt told me so herself on Saturday. I shall walk to Meryton to-morrow to hear more about it, and to ask when Mr. Denny comes back from town."

Lydia was bid by her two eldest sisters to hold her tongue; but Mr. Collins, much offended, laid aside his book, and said,

"I have often observed how little young ladies are interested by books of a serious stamp, though written solely for their benefit."

Pride and Prejudice

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

5 Answer all parts of the question.

(a) From the extract, what do you discover about the character of Mr Collins?

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

(8)

(b) Comment on the language used to present the character of Mr Bennet in the extract.

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

(10)

(c) Explore the significance of social manners in the extract.

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

(10)

(d) Explore the significance of social manners 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 9.

"Boy! What like is Miss Havisham?" Mr. Pumblechook began again when he had recovered; folding his arms tight on his chest and applying the screw.

"Very tall and dark," I told him.

"Is she, uncle?" asked my sister.

Mr. Pumblechook winked assent; from which I at once inferred that he had never seen Miss Havisham, for she was nothing of the kind.

"Good!" said Mr. Pumblechook, conceitedly. ("This is the way to have him! We are beginning to hold our own, I think, Mum?")

"I am sure, uncle," returned Mrs. Joe, "I wish you had him always: you know so well how to deal with him."

"Now, boy! What was she a doing of, when you went in to-day?" asked Mr. Pumblechook.

"She was sitting," I answered, "in a black velvet coach."

Mr. Pumblechook and Mrs. Joe stared at one another – as they well might – and both repeated, "In a black velvet coach?"

"Yes," said I. "And Miss Estella – that's her niece, I think – handed her in cake and wine at the coach-window, on a gold plate. And we all had cake and wine on gold plates. And I got up behind the coach to eat mine, because she told me to."

"Was anybody else there?" asked Mr. Pumblechook.

"Four dogs," said I.

"Large or small?"

"Immense," said I. "And they fought for veal cutlets out of a silver basket."

Mr. Pumblechook and Mrs. Joe stared at one another again, in utter amazement. I was perfectly frantic – a reckless witness under the torture – and would have told them anything.

"Where *was* this coach, in the name of gracious?" asked my sister.

"In Miss Havisham's room." They stared again. "But there weren't any horses to it." I added this saving clause, in the moment of rejecting four richly caparisoned coursers which I had had wild thoughts of harnessing.

"Can this be possible, uncle?" asked Mrs. Joe. "What can the boy mean?"

"I'll tell you, Mum," said Mr. Pumblechook. "My opinion is, it's a sedan-chair."

Great Expectations

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

6 Answer all parts of the question.

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

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

(8)

(b) Comment on the effect of the language used to present the character of Mr. Pumblechook in the extract.

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

(10)

(c) Explore the significance of dishonesty in the extract.

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

(10)

(d) Explore the significance of dishonesty 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.

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

Anita and Me

EITHER

*7 Explore the significance of Sam Lowbridge in the novel.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

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

(Total for Question 7 = 46 marks)

OR

*8 Explore the significance of lies in the novel.

You **must** consider the context of the novel.

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 Explore the significance of 'Four-Eyes' in the novel.

You **must** consider the context of the novel.

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 is story telling significant in the novel?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

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

(Total for Question 10 = 46 marks)

Heroes

EITHER

*11 How is Francis affected by his war injuries?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

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

(Total for Question 11 = 46 marks)

OR

*12 Explore the significance of forgiveness in the novel.

You **must** consider the context of the novel.

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 Why is Curley's wife significant in the novel?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

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

(Total for Question 13 = 46 marks)

OR

*14 Explore the significance of settings in the novel.

You **must** consider the context of the novel.

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 Explore why Parvy (Sukh's sister) is significant in the novel.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

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

(Total for Question 15 = 46 marks)

OR

*16 Why is family honour significant in the novel?

You **must** consider the context of the novel.

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 Why is Craig significant in the text?

You **must** consider the context of the text.

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 John's discoveries about Aboriginal culture significant in the text?

You **must** consider the context of the text.

Use **evidence** to support your answer.

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

(Total for Question 18 = 46 marks)

To Kill a Mockingbird

EITHER

***19** Why is Boo Radley significant in the novel?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

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

(Total for Question 19 = 46 marks)

OR

***20** Explore the significance of courage in the novel.

You **must** consider the context of the novel.

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

Higher Tier

Wednesday 9 January 2013 – Afternoon

Time: 1 hour 45 minutes

Paper Reference

5ET1H/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.

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PEARSON

(Section A continued)

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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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