

Pearson Edexcel GCSE

English Literature

Unit 1: Understanding Prose

Foundation Tier

Monday 23 May 2016 – Morning

Time: 1 hour 45 minutes

Paper Reference

5ET1F/01

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Clean copies of set texts may be used.**

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PEARSON

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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.

SECTION A: LITERARY HERITAGE

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Answer ONE question

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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 5.

Napoleon stood up and, casting a peculiar sidelong look at Snowball, uttered a high-pitched whimper of a kind no one had ever heard him utter before.

At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn. They dashed straight for Snowball, who only sprang from his place just in time to escape their snapping jaws. In a moment he was out of the door and they were after him. Too amazed and frightened to speak, all the animals crowded through the door to watch the chase. Snowball was racing across the long pasture that led to the road. He was running as only a pig can run, but the dogs were close on his heels. Suddenly he slipped and it seemed certain that they had him. Then he was up again, running faster than ever, then the dogs were gaining on him again. One of them all but closed his jaws on Snowball's tail, but Snowball whisked it free just in time. Then he put on an extra spurt and, with a few inches to spare, slipped through a hole in the hedge and was seen no more.

Silent and terrified, the animals crept back into the barn. In a moment the dogs came bounding back. At first no one had been able to imagine where these creatures came from, but the problem was soon solved: they were the puppies whom Napoleon had taken away from their mothers and reared privately. Though not yet full-grown, they were huge dogs, and as fierce-looking as wolves. They kept close to Napoleon. It was noticed that they wagged their tails to him in the same way as the other dogs had been used to do to Mr. Jones.

Napoleon, with the dogs following him, now mounted on to the raised portion of the floor where Major had previously stood to deliver his speech. He announced that from now on the Sunday morning Meetings would come to an end. They were unnecessary, he said, and wasted time. In future all questions relating to the working of the farm would be settled by a special committee of pigs, presided over by himself.

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 Napoleon?

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

(8)

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

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

(12)

* (c) In the extract, Napoleon shows his power.

Explain how the writer presents power 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)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 2.

Dr Jekyll and Mr Hyde

Extract taken from *Search for Mr Hyde*.

With that he [Utterson] blew out his candle, put on a great coat and set forth in the direction of Cavendish Square, that citadel of medicine, where his friend, the great Dr Lanyon, had his house and received his crowding patients. 'If anyone knows, it will be Lanyon,' he had thought.

The solemn butler knew and welcomed him; he was subjected to no stage of delay, but ushered direct from the door to the dining room where Dr Lanyon sat alone over his wine. This was a hearty, healthy, dapper, red-faced gentleman, with a shock of hair prematurely white, and a boisterous and decided manner. At sight of Mr Utterson, he sprang up from his chair and welcomed him with both hands. The geniality, as was the way of the man, was somewhat theatrical to the eye; but it reposed on genuine feeling. For these two were old friends, old mates both at school and college, both thorough respecters of themselves and of each other, and, what does not always follow, men who thoroughly enjoyed each other's company.

After a little rambling talk, the lawyer led up to the subject which so disagreeably preoccupied his mind.

'I suppose, Lanyon,' said he, 'you and I must be the two oldest friends that Henry Jekyll has?'

'I wish the friends were younger,' chuckled Dr. Lanyon. 'But I suppose we are. And what of that? I see little of him now.'

'Indeed?' said Utterson. 'I thought you had a bond of common interest.'

'We had,' was the reply. 'But it is more than ten years since Henry Jekyll became too fanciful for me. He began to go wrong, wrong in mind; and though of course I continue to take an interest in him for old sake's sake, as they say, I see and I have seen devilish little of the man. Such unscientific balderdash,' added the doctor, flushing suddenly purple, 'would have estranged Damon and Pythias.'

This little spurt of temper was somewhat of a relief to Mr Utterson.

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 Utterson?

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

(8)

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

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

(12)

*(c) In the extract, a close friendship is shown.

Explain how the writer presents a friendship 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)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 3.

The Hound of the Baskervilles

Extract taken from Chapter 14 (XIV) *The Hound of the Baskervilles*.

Every minute that white woolly plain which covered one-half of the moor was drifting closer and closer to the house. Already the first thin wisps of it were curling across the golden square of the lighted window. The farther wall of the orchard was already invisible, and the trees were standing out of a swirl of white vapour. As we watched it the fog-wreaths came crawling round both corners of the house and rolled slowly into one dense bank, on which the upper floor and the roof floated like a strange ship upon a shadowy sea. Holmes struck his hand passionately upon the rock in front of us, and stamped his feet in his impatience.

[Holmes] 'If he isn't out in a quarter of an hour the path will be covered. In half an hour we won't be able to see our hands in front of us.'

[Watson] 'Shall we move farther back upon higher ground?'

'Yes, I think it would be as well.'

So as the fog-bank flowed onwards we fell back before it until we were half a mile from the house, and still that dense white sea, with the moon silvering its upper edge, swept slowly and inexorably on.

'We are going too far,' said Holmes. 'We dare not take the chance of his being overtaken before he can reach us. At all costs we must hold our ground where we are.' He dropped on his knees and clapped his ear to the ground. 'Thank God, I think that I hear him coming.'

A sound of quick steps broke the silence of the moor. Crouching among the stones, we stared intently at the silver-tipped bank in front of us. The steps grew louder, and through the fog, as through a curtain, there stepped the man whom we were awaiting. He looked round him in surprise as he emerged into the clear, starlit night. Then he came swiftly along the path, passed close to where we lay, and went on up the long slope behind us. As he walked he glanced continually over either shoulder, like a man who is ill at ease.

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 Holmes?

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, there is suspense.

Explain how the writer presents suspense 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)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 4.

Felicia's Journey

Extract taken from Chapter 11.

She [Felicia] makes the rounds of the other bed-and-breakfast houses, but without success. She is not surprised because by now it has become apparent to her that the money could not have made its way unaided out of her hiding place, and in none of these rooms did she leave her bags behind by day since in each she stayed no more than a single night. Only in the Gathering House did she do that, considering the bundle of banknotes safe among religious people.

'So you return to us, child?' Miss Calligary greets her a little stiffly when she rings the bell, not smiling in her usual manner. 'So you are here again.'

'I had to go to look for my friend.'

'And now the friend has said to you, "I cannot assist". Is it a friend who will say that to a girl heavy with child?'

'He doesn't know.'

'Child, they always know.'

Not invited into the Gathering House, and sensing no sympathy whatsoever from Miss Calligary, Felicia suddenly feels tired. The loss of her money is a disaster almost as great as her failure to locate the right factory. The money isn't even her own; if she wanted to turn round now and go home she wouldn't be able to; she hasn't enough left for a single night's lodging.

'I lost some money while I was here.'

'Money?'

'I had money in one of my bags.'

'What you saying to me, child?'

'I had money that was with my clothes. I had it hidden away and it's been taken.'

'Not in this house. Never that, child.'

'It's missing.'

'Stolen? You saying stolen?'

'Ah no, I'm not at all. Only I left it here during the daytime, I don't know what I was thinking about. If we could just look –'

'You go away without a word, child. You come back here with this talk.'

'I have hardly any money now.'

'You are asking me for money, child?'

'Maybe I took it out here by mistake. Maybe it slipped out. If we could look in the room.'

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 Felicia?

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

(8)

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

Miss Calligary's thoughts and feelings.

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

(12)

*(c) In the extract, Felicia is looking for her lost money.

Explain how the writer presents loss 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)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 5.

Pride and Prejudice

Extract taken from Chapter 16.

"I have no right to give *my* opinion," said Wickham, "as to his [Mr. Darcy] being agreeable or otherwise. I am not qualified to form one. I have known him too long and too well to be a fair judge. It is impossible for *me* to be impartial. But I believe your opinion of him would in general astonish – and perhaps you would not express it quite so strongly anywhere else. – Here you are in your own family."

[Elizabeth] "Upon my word I say no more *here* than I might say in any house in the neighbourhood, except Netherfield. He is not at all liked in Hertfordshire. Every body is disgusted with his pride. You will not find him more favourably spoken of by any one."

"I cannot pretend to be sorry," said Wickham, after a short interruption, "that he or that any man should not be estimated beyond their deserts; but with *him* I believe it does not often happen. The world is blinded by his fortune and consequence, or frightened by his high and imposing manners, and sees him only as he chuses to be seen."

"I should take him, even on *my* slight acquaintance, to be an ill-tempered man." Wickham only shook his head.

"I wonder," said he, at the next opportunity of speaking, "whether he is likely to be in this country much longer."

"I do not at all know; but I *heard* nothing of his going away when I was at Netherfield. I hope your plans in favour of the – shire will not be affected by his being in the neighbourhood."

"Oh! no – it is not for *me* to be driven away by Mr. Darcy. If *he* wishes to avoid seeing *me*, he must go. We are not on friendly terms, and it always gives me pain to meet him, but I have no reason for avoiding *him* but what I might proclaim to all the world; a sense of very great ill usage, and most painful regrets at his being what he is. His father, Miss Bennet, the late Mr. Darcy, was one of the best men that ever breathed, and the truest friend I ever had ..."

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 Wickham?

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

(8)

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

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

(12)

*(c) In the extract, the characters have strong opinions.

Explain how the writer presents strong opinions 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)

SECTION A: LITERARY HERITAGE

Use this extract to answer Question 6.

Great Expectations

Extract taken from Chapter 1.

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

"O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!"

"Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

"Pip. Pip, sir!"

"Show us where you live," said the man. "Pint out the place!"

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

The man, after looking at me for a moment, turned me upside-down and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself - for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet - when the church came to itself, I say, I was seated on a high tombstone, trembling, while he ate the bread ravenously.

"You young dog," said the man, licking his lips, "what fat cheeks you ha' got."

I believe they were fat, though I was at that time undersized for my years, and not strong.

"Darn Me if I couldn't eat 'em," said the man, with a threatening shake of his head, "and if I han't half a mind to't!"

I earnestly expressed my hope that he wouldn't, and held tighter to the tombstone on which he had put me; partly, to keep myself upon it; partly, to keep myself from crying.

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 Pip?

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

(8)

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

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

(12)

*(c) In the extract, Pip is 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 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 In what ways is Meena's papa, Mr Kumar, important in the novel?

In your answer, you **must** consider:

- what Mr Kumar says and does
- how Mr Kumar treats Meena
- Mr Kumar's memories of his life in India.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 7 = 47 marks)

OR

*8 Explain why change is important in the novel.

In your answer, you **must** consider:

- how Meena changes when she meets Anita
- what changes Meena's family experience
- how the community accepts change.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

(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 Luo in the novel.

In your answer, you **must** consider:

- what Luo says and does
- how Luo affects the lives of others
- why Luo is sent to Phoenix Mountain.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 9 = 47 marks)

OR

***10** In what ways is literature important in the novel?

In your answer, you **must** consider:

- what literature Luo and the Narrator discover on Phoenix Mountain
- how literature changes people's lives on Phoenix Mountain
- why literature is banned.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 10 = 47 marks)

Heroes

EITHER

***11** In what ways is Larry LaSalle important in the novel?

In your answer, you **must** consider:

- what Larry LaSalle says and does
- why Francis seeks revenge on Larry LaSalle
- how Larry LaSalle's actions affect the lives of others.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 11 = 47 marks)

OR

***12** Why are secrets important in the novel?

In your answer, you **must** consider:

- Francis's secrets, such as his secret mission
- the secrets of other characters
- the effects of secrets on the characters.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 12 = 47 marks)

Of Mice and Men

EITHER

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

In your answer, you **must** consider:

- what Slim says and does
- how Slim interacts with other characters
- why Slim is respected by the men on the ranch.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 13 = 47 marks)

OR

***14** Explain the importance of violence in the novel.

In your answer, you **must** consider:

- the reasons why some characters are violent
- violent incidents in the novel
- how characters react to violence.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 14 = 47 marks)

Rani and Sukh

EITHER

***15** In what ways is Resham Bains important in the novel?

In your answer, you **must** consider:

- what Resham says and does
- how Resham's views are different from those of Mohinder Sandhu
- why Resham's past affects Rani and Sukh.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 15 = 47 marks)

OR

***16** Explain the importance of secrets in the novel.

In your answer, you **must** consider:

- what secrets Rani and Sukh share
- the secrets between the generations
- how secrets impact upon both generations.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 16 = 47 marks)

Riding the Black Cockatoo

EITHER

***17** In what ways is John's father an important character in the text?

In your answer, you **must** consider:

- what John's father says and does
- how John's father's views change
- how John's father helps the Wamba Wamba tribe.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 17 = 47 marks)

OR

***18** In what ways is reconciliation important for John in the text?

In your answer, you **must** consider:

- how John's attitudes to Aborigines change at university
- how John learns to understand the importance of returning the skull, Mary
- how John's understanding of Aboriginal culture and traditions changes.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 18 = 47 marks)

To Kill a Mockingbird

EITHER

***19** In what ways is Calpurnia important in the novel?

In your answer, you **must** consider:

- Calpurnia's relationship with the Finch family
- what Calpurnia says and does
- how Calpurnia is a link between the black and white communities.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

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

(Total for Question 19 = 47 marks)

OR

***20** Explain why education is important in the novel.

In your answer, you **must** consider:

- what school education Scout and Jem receive
- how the children are educated outside of school
- what the children learn about life in Maycomb.

You may include other ideas of your own.

Use **evidence** to support your answer.

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

(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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English Literature

Unit 1: Understanding Prose

Foundation Tier

Monday 23 May 2016 – 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

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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 86.
- 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.
- Check your answers if you have time at the end.

Turn over ►

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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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TOTAL FOR SECTION A = 39 MARKS



SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

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 7

Question 8

Question 9

Question 10

Question 11

Question 12

Question 13

Question 14

Question 15

Question 16

Question 17

Question 18

Question 19

Question 20

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TOTAL FOR SECTION B = 47 MARKS
TOTAL FOR PAPER = 86 MARKS



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