

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel International  
Lower Secondary Curriculum**

**English**  
**Year 9**

Wednesday 1 June 2016 - Afternoon  
**Time: 1 hour 30 minutes**

Paper Reference  
**LEH01/01**

**You do not need any other materials.**

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.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

### Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

Answer ALL questions. Write your answers in the spaces provided.

### SECTION A

Both texts are about possible changes to ways of learning in school.

Read Text 1 and answer the questions which follow.

#### Text 1: 21st Century Education: Future Trends and Possibilities

Before thinking about what is happening in schools today, let's consider for a moment the world in which we live – a world with so much knowledge that it's hard to grasp.

People are creating 2000 new websites every hour, uploading 35 hours of video every minute, and watching 2 billion YouTube videos every day. By the time they leave school, many teenagers may have acquired hundreds of 'virtual' friends, using social media to connect with people thousands of miles away as if they were in the same room. They truly are the children of a globalised world. And where are they heading as they grow up? To a busy and competitive world full of uncertainties. To join a workforce that is more mobile and better qualified than ever before. To follow careers that span multiple jobs, positions and skills, some of which have not been invented yet!

5

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In response, education leaders are making big changes to build 21st century skills.

- In South Korea, schools are switching to digital textbooks so students can study anytime and anywhere with online hours recognised as school attendance.
- In Denmark, students are using the Internet while taking exams. They can access any site they like, as long as they do not message each other or use email.
- In the USA, a personalised learning approach allows students to create their own individual schedules. Their interests and performance are logged daily to generate playlists of learning options, meaning that teachers' time is freed up to mentor and supervise students.
- In Australia, some schools are pushing learning beyond school walls, making on the job training with local organisations part of each student's learning plan. Distance learning programmes are connecting previously disengaged students with online learning communities.

15

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These examples point the way towards ensuring that tomorrow's workers, parents and citizens are more creative problem solvers, better communicators and lifelong learners.

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1 Read the opening sentence.

Find and copy the phrase that shows that the topic of schooling will come later on in the text.

(Total for Question 1 = 1 mark)

2 According to Text 1, how many YouTube videos are watched every day?

(Total for Question 2 = 1 mark)

3 Explain the meaning of the underlined word in the sentence below.

They truly are the children of a globalised world.

Put a cross in **one** box.

- A faithfully
- B openly
- C sincerely
- D really

(Total for Question 3 = 1 mark)

4 What does the writer suggest the world of the future will be like?

Put a tick in a box for each statement to show whether it is **True** or **False**.

One has been done for you.

	True	False
The world will be more predictable		✓
There will be less competition for jobs		
People will have many careers		
The world population will decrease		

(Total for Question 4 = 1 mark)



5 Referring to evidence from South Korea and the USA, explain two changes in school attendance and timetabling.

1 In South Korea, .....

.....

2 In the USA, .....

.....

(Total for Question 5 = 2 marks)

6 In Australia, how are educators trying to make reluctant students more interested in learning?

.....

(Total for Question 6 = 1 mark)

7 What is the purpose of bullet points in the text?

Put a cross in **one** box.

- A to make the passage shorter
- B to show the writer's opinion
- C to make the points stand out
- D to show the order of importance

(Total for Question 7 = 1 mark)

8 Read the last paragraph.

According to the writer, how will adults of the future show *21st century skills*?

Give **one** example.

.....

(Total for Question 8 = 1 mark)



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**Read Text 2 and answer the questions which follow.**

**Text 2: Taking schools outdoors**

*Take a tip from Scandinavian countries and make the natural world a part of students' daily learning experiences.*

Forest and nature-centered schools are not unheard of around the world, but in Scandinavia they positively abound. Danish pre-schools especially place the natural world at the centre of the curriculum, although only about 10 percent of them are actually in forests. 5

**How did it start?**

The Scandinavian approach to using the outdoors dates back at least 200 years, building on the 19th century German idea of a kindergarten ('a garden for young children'). Importantly, kindergartens emphasised the child as an *active* learner. 10

**Open-air learning**

Scandinavian evidence shows that being outdoors on a daily basis, all year round, benefits children. However, outdoor schooling for teenagers is still undeveloped. The pressures of important examinations in secondary schools mean that such approaches are typically reserved for students who do not succeed in traditional classrooms. 15

**Claims about benefits for all students**

Supporters of outdoor schooling point to physical gains, such as better balance, agility and strength, as well as the social skills gained through doing activities together in pairs and teams. Students' health is improved through being outdoors regularly; they, along with their teachers, seem to be ill less often. 20

The smells, sounds, tastes and textures that an outdoor environment brings might include sitting round a fire, feeling its warmth on a cold day, tasting the delicious flavour of food cooked in the open and listening to the trees rustling in the wind.

Evidence suggests that children's language development is increased through sensory experiences, making it easier to talk about their feelings – joy, sympathy, fear, and so on. Observing the life cycles of plants and animals can lead to a deeper understanding of the natural world. The fascination of the natural world inspires children to pay more attention; it means they are less distracted and improves their memory. 25

Overall, many educators would say that these approaches to teaching can make learning out of doors effective for all students. 30

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9 What information does the underlined phrase give about nature-centred schools in Scandinavia?

... they positively abound

Put a cross in **one** box.

- A they are regarded positively
- B they are full of energy
- C they are very common
- D they are full of children

(Total for Question 9 = 1 mark)

10 When were kindergartens started?

(Total for Question 10 = 1 mark)

11 Read this extract from Text 2 and answer the question which follows.

*The pressures of important examinations in secondary schools mean that such approaches are typically reserved for students who do not succeed in traditional classrooms.*

Underline the phrase that means techniques like these.

(Total for Question 11 = 1 mark)

12 Below are the main benefits of outdoor schooling.

Complete each box with supporting evidence from the text.

One has been done for you.

Main benefits of outdoor schooling	Supporting evidence
physical	
social	doing things together
emotional	
intellectual	

(Total for Question 12 = 2 marks)



13 In paragraph 5, the writer uses language to convey *sensory experiences*.

Give **one** example and identify what sense it appeals to.

One has been done for you.

Example	Sense
sitting round a fire	feeling

(Total for Question 13 = 1 mark)

14 What do the underlined words tell you about the writer's point of view?

*Overall, many educators would say that these approaches to teaching can make learning out of doors effective for all students.*

(Total for Question 14 = 1 mark)





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15 Use Text 1 and Text 2 to answer the following question.

Compare the different ways that the writers present their ideas to the reader.

Area with horizontal dotted lines for writing the answer.

(Total for Question 15 = 4 marks)



**Read Text 3, from 'Cider with Rosie' by Laurie Lee,  
and answer the questions which follow.**

***The extract describes the writer's first day at an  
English country village school in the 1920s.***

The village school at that time provided all the instruction we were likely to ask for. It was a small stone building, divided by a wooden partition into two rooms – The Infants and The Big Ones. There was one teacher (a woman), who sometimes had a young girl assistant. Every child in the valley came crowding there, remained till he was fourteen years old, then was presented to the working field or factory with nothing in his head more burdensome than a few tips for remembering information, a jumbled list of wars and a dreamy image of the world's geography. It seemed enough to get by with, in any case, and was one up on our poor old grandparents. 5

This school, when I came to it, was at its peak. Wild boys and girls from miles around – the outlying farms and half-hidden hovels way up at the ends of the valley – swept down each day to swell our numbers, bringing with them strange oaths and odours, quaint garments and curious pies. They were my first amazed vision of any world outside the womanly warmth of my family; I didn't expect to survive it for long, and I was confronted with it at the age of four. 10

The morning came, without any warning, when my sisters surrounded me, wrapped me in scarves, tied up my boot-laces, thrust a cap on my head, and stuffed a baked potato in my pocket. 15

'What's this?' I said.

'You're starting school today.'

'I'm not. I'm stopping 'ome.' 20

'Now, come on, Laurie. You're a big boy now.'

'I'm not.'

'You are.'

They picked me up bodily, kicking and bawling, and carried me up to the road, laughingly telling me of the dreadful things that would happen to boys who didn't go to school. 25

I arrived at the school, just a metre tall and fatly wrapped in my scarves. The playground roared like a rodeo, and the potato burned through my thigh. Old boots, ragged stockings, torn trousers and skirts, went skating and skidding around me. The rabble closed in; I was encircled; grit flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, began to prod me with hideous interest. They plucked at my scarves, spun me round like a spinning top, pulled my nose and stole my potato. 30

I was rescued at last by a gracious lady – the sixteen year-old junior teacher – who scolded a few children and dried my face and led me off to The Infants. I spent that first day picking holes in paper, then went home in a smouldering temper. 35

'What's the matter, Loll? Didn't he like it at school, then?'

'They never gave me the present!'



'Present? What present?'

'They said they'd give me a present.'

'Well now, I'm sure they didn't.'

40

'They did! They said: "You're Laurie Lee, aren't you? Well, just you sit there for th' present." I sat there all day but I never got it. I'm not going back there again!'

**16** What was the school leaving age?

.....

**(Total for Question 16 = 1 mark)**

**17** From paragraph 1, give **two** examples of what the children learnt at school.

1 .....

2 .....

**(Total for Question 17 = 1 mark)**

**18** Explain what the underlined phrase suggests about the school.

Refer closely to the passage.

*The school, when I came to it, was at its peak.*

.....

**(Total for Question 18 = 1 mark)**

**19** Read paragraph 2.

Give **two** examples of what amazed the writer about the other children.

1 .....

2 .....

**(Total for Question 19 = 2 marks)**



20 Read lines 18–23.

Join the dialogue in the box on the left to the box on the right. This box tells us about the way the character speaks.

One has been done for you.

**Dialogue**

**About the way the character speaks**

Laurie: What's this?

persuasive

Sister: You're starting school today.

child-like

Laurie: I'm not. I'm stopping 'ome.

surprised

Sister: Now, come on, Laurie. You're a big boy now.

commanding

Laurie: I'm not.

stubborn

(Total for Question 20 = 2 marks)

21 Which words best describe the sisters' attitude to their brother?

Put a cross in **two** boxes.

- A bossy
- B gracious
- C affectionate
- D patient
- E severe

(Total for Question 21 = 1 mark)



22 (a) *The playground roared like a rodeo, and the potato burned through my thigh.*

What does the simile *roared like a rodeo* tell you about how the playground feels to Laurie?

(1)

(b) Find and copy another simile in the same paragraph and explain its effect.

(2)

Simile

Effect

(Total for Question 22 = 3 marks)

23 Explain how the language used in the sentence below gives an impression of a small child's viewpoint.

*Old boots, ragged stockings, torn trousers and skirts, went skating and skidding around me.*

(Total for Question 23 = 2 marks)

24 What does the underlined phrase mean?

*then went home in a smouldering temper.*

Put a cross in **one** box.

- A shedding tears of rage
- B having a temper tantrum
- C feeling sorry for myself
- D seething with anger

(Total for Question 24 = 1 mark)



**25** Read the last paragraph of the text.

(a) What did the teacher mean by the word *present*?

(1)

(b) What did Laurie think the word *present* meant?

(1)

**(Total for Question 25 = 2 marks)**

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**26** Think about the way the extract as a whole is structured.

Explain as fully as you can how the first two paragraphs help to introduce the story of the writer's first day at school to the reader.

Area with horizontal dotted lines for writing.

**(Total for Question 26 = 4 marks)**

**TOTAL FOR SECTION A = 40 MARKS**



P 4 6 4 3 8 A 0 1 5 2 4

**SECTION B**

**Grammar and punctuation**

**Answer ALL questions.**

**27** Insert **two commas** in the sentence below.

- (a) It is widely accepted that outdoor education offers exciting inspiring different and appealing activities for young people. (1)

Insert **one colon** in the sentence below.

- (b) I hope you are fully aware of all the benefits of outdoor education it is healthy, stimulating and, most of all, really worthwhile. (1)

**(Total for Question 27 = 2 marks)**

**28** Underline the **two prepositions** in the sentence below.

Digital communication has resulted in more changes to daily life than any other invention.

**(Total for Question 28 = 1 mark)**

**29** Circle the correct **relative pronoun** to fill the gap in this sentence.

whose                      what                      who                      which

Children ..... go to school in Denmark often have classes out of doors.

**(Total for Question 29 = 1 mark)**

**30** Underline the main clause in sentence below.

Even if you have little time or inclination, every effort should be made to take healthy exercise on a regular basis.

**(Total for Question 30 = 1 mark)**

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**31** Explain how the **prefixes** change the meaning of the words below.

(a) undo

(1)

(b) redo

(1)

**(Total for Question 31 = 2 marks)**

**32** There are **three** errors in the sentences below.

Write these sentences out correctly.

The students tries hard in every lesson but they want to succeed. There teacher is very pleased.

**(Total for Question 32 = 3 marks)**

**TOTAL FOR SECTION B = 10 MARKS**



**SECTION C**

**Writing**

**My first memories of school**

**33** Write about your first few days at school.

In your writing, you should include:

- what school seemed like to you then
- a memorable experience
- details of any unforgettable people
- your thoughts and feelings.

(20)

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**(Total for Question 33 = 20 marks)**

**TOTAL FOR SECTION C = 20 MARKS**

**TOTAL FOR PAPER = 70 MARKS**



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### Sources taken/adapted from:

Text 1: A presentation given on behalf of the Global Education Leaders Programme in 2012.  
<https://www.youtube.com/watch?v=nA1Aqp0sPQo>

Text2: History of Forest School, [www.forestschoollassociation.org](http://www.forestschoollassociation.org), Early Nature Lessons in Denmark's Forest Preschools by Phillipa Stasiuk, [denmark.dk/en/meet-the-danes/forest-preschools](http://denmark.dk/en/meet-the-danes/forest-preschools), Danish Forest Schools by Jane Williams-Sieghfredsen, [www.teachnursery.com](http://www.teachnursery.com)

Text 3: *Cider with Rosie* by Laurie Lee, 1959, The Hogarth Press Ltd.

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