

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel**  
**International Award in**  
**Lower Secondary**

Centre Number

Candidate Number

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**Time** 1 hour 45 minutes

**Paper**  
**reference**

**LEH11/01**

**English**  
**Year 9**

**You must have:**  
Source Booklet (enclosed)

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 in Sections A and B.
- 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.*
- Dictionaries may **not** be used in this test.

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- It is recommended that you read one text at a time and answer the questions on this text.
- It is recommended that you spend:  
– 1 hr 10 minutes on Section A  
– 35 minutes on the task in Section B.
- Check your answers if you have time at the end.
- Good luck with your examination.

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Pearson

**SECTION A: READING**

**Answer ALL questions.**

**It is recommended that you spend 1 hour and 10 minutes on Section A.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**Read Text 1 in the Source Booklet. Questions 1 to 5 are about Text 1.**

- 1** Give **one** piece of evidence from the text that shows a home is important to both people and animals.

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

- 2** Explain how the writer uses language to show that an early settler needed a home. Include **one** example to support your answer.

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

- 3** *'...home was a place of warmth and shelter.'*  
Give **two** reasons why shelter was important for early settlers.

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**(Total for Question 3 = 1 mark)**

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4 '*...home is a tent or a caravan. For others it is an apartment...*'

The writer uses this comparison to show:

- A there are lots of different homes
- B how people live in homes
- C homes have different purposes
- D different building materials are used

(Total for Question 4 = 1 mark)

5 Write a phrase which is opposite in meaning to the writer's words.

One has been done for you.

| Writer's words                    | Opposite                     |
|-----------------------------------|------------------------------|
| ...a place of warmth and shelter. |                              |
| ...dry land that didn't flood...  | Wet land that flooded easily |
| A defensible site...              |                              |

(Total for Question 5 = 2 marks)

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Turn over ►

**Read Text 2 in the Source Booklet. Questions 6 to 10 are about Text 2.**

6 What does the writer mean by '*protecting the future*'?

- A producing little waste
- B improving life now
- C thinking ahead
- D making homes safe

(Total for Question 6 = 1 mark)

7 '*... doesn't have large reserves of fuels.*'

Write another word for 'reserves' as used in **this** phrase.

(Total for Question 7 = 1 mark)

8 The writer uses the sentence, '*Just press the button and go!*'

Explain the writer's view expressed in this sentence.

(Total for Question 8 = 2 marks)

9 Explain how the writer maintains a positive attitude to Masdar as a city of the future.

Remember to give evidence from the text.

(Total for Question 9 = 2 marks)



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10 Explain **one** way the writer has organised this text.

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(Total for Question 10 = 2 marks)



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**Questions 11 to 13 are about both Text 1 and Text 2.**

**11** Read **each** statement below and decide whether it applies to Text 1 or Text 2 or both texts by ticking the appropriate column.

One has been done for you.

| <b>Feature in text</b>                | <b>Text 1</b> | <b>Text 2</b> | <b>Both texts</b> |
|---------------------------------------|---------------|---------------|-------------------|
| Includes the reader                   |               |               | ✓                 |
| Uses a range of organisation features |               |               |                   |
| Uses historical detail                |               |               |                   |
| Supports the reader to make decisions |               |               |                   |
| Describes the future                  |               |               |                   |

**(Total for Question 11 = 2 marks)**

**12** Explain **two contrasting ways** these sentences describe the situation.

*Text 1: 'When the fires were lit, home was a place of warmth and shelter.'*

*Text 2: 'There will be wind towers, which help to pull cooler air down into the streets.'*

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**(Total for Question 12 = 6 marks)**



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**13** Explain which text would be more appealing to someone who is interested in the development of communities.

Remember to use evidence from the text to support your view.

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**(Total for Question 13 = 2 marks)**



Read Text 3 in the Source Booklet. Questions 14 to 20 are about Text 3.

14 Why did the writer take some time to enter the house?

Because:

- A she didn't feel safe
- B she was curious
- C she didn't want to irritate it
- D she walked all around it

(Total for Question 14 = 1 mark)

15 The house is described as '*should have been unwelcoming*' but is surprisingly:

- A sad
- B calm
- C drowsy
- D gloomy

(Total for Question 15 = 1 mark)

16 '*...sleeping princess... waiting to be brought back to life.*'

Explain what the writer meant by these words.

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(Total for Question 16 = 2 marks)





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17 '*... but all that noise didn't stop me from feeling lonely at times ... I never felt lonely when I came here.*'

Explain how these words contrast the writer's situation.

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**(Total for Question 17 = 4 marks)**

18 Explain **two** ways the writer shows that she feels comfortable in the house.

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**(Total for Question 18 = 4 marks)**



19 *'In the end it was that fire that gave me away.'*

Explain the effect of these words on the reader.

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

20 The writer uses the words *'It was a cold, wet Friday when I first saw them.'* Why is this shared with the readers?

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**(Total for Question 20 = 1 mark)**

**TOTAL FOR SECTION A = 40 MARKS**

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**SECTION B: WRITING**

**It is recommended that you spend 35 minutes on this task.**

**21** Your local government is planning to introduce environmentally friendly practices into all its buildings. Write about your own school describing which environmentally friendly changes you would introduce to improve it.

Think about:

- what can be done to make your school more energy efficient
- what impact the changes would have on the environment
- what actions pupils can take to save energy in the school.

**(30)**

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Handwriting practice area with 20 horizontal dotted lines.

**(Total for Question 21 = 30 marks)**

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**TOTAL FOR SECTION B = 30 MARKS**  
**TOTAL FOR PAPER = 70 MARKS**



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**Pearson Edexcel International Lower Secondary Curriculum**

**Time** 1 hour 45 minutes

**Paper  
reference**

**LEH11/01**

**English**

**Year 9**

**Source Booklet**

**Do not return this Source Booklet with the Question Paper.**

*Turn over* ►

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## Non-Fiction

### Text 1

#### Settlements

Settlements are places where people live. All living things need a shelter or a safe place to rest. Homes can be anywhere. This is known as the site, the place where it is located, e.g. on a hill or in a sheltered valley. This can be off the ground, on the ground, under the ground, on water or under water.

Some houses are permanent, some are temporary and some are carried around.

Early settlers looked for certain features in an area to make life easier. They needed homes where they were safe from wild animals and the bad weather. A home was a place to come back to after a day of hunting and searching for food. When the fires were lit, home was a place of warmth and shelter.

Flat land made building easier and safer. Building materials (wood and stone), a good water supply for drinking, washing, cooking and transport, and dry land that didn't flood were all important. A defensible site was vital for protection from attackers. A hill top or river bend were good choices. Nearby farm land with fertile soil was also important so that crops could be grown.



Source: PAL/Shutterstock

Nothing much has changed since then. We still want our home to be safe, warm and dry. For some people, home is a tent or a caravan. For others it is an apartment, a bungalow or a house.

## Non-Fiction

### Text 2

#### Sustainable planning

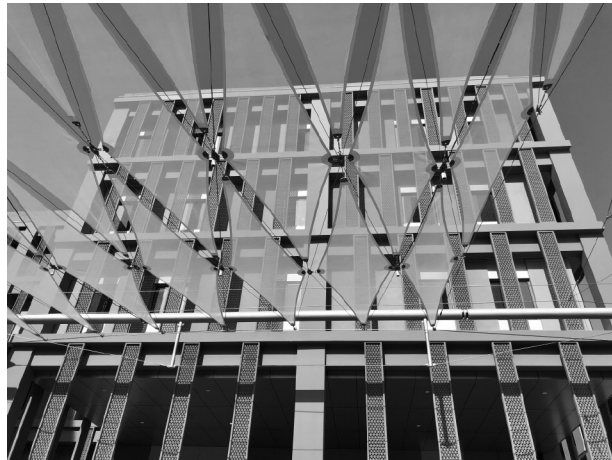
Planning in countries, cities and homes can lead to a better quality of life, lower energy use and less waste while protecting the future.

##### Planning at country level – Germany

Germany has invested in wind and solar energy and now has four of the ten largest solar parks in the world. This country is a big user of energy but doesn't have large reserves of fuels.

##### Planning in a city – Masdar

Masdar City is being built in Abu Dhabi. It aims to be one of the world's most supported cities.



Source: Anna Ostania/Shutterstock

The aims of the city are:

- to prohibit cars in the main area of the city. No one will live more than 200 metres from a personal rapid transit system, driverless cars which follow magnets built into the road. Just press the button and go!
- to construct buildings close together to give shade. There will be wind towers, which help to pull cooler air down into the streets.
- to make full use of solar power. Two large solar panel plants are being built - one will be the largest in the world when built.

##### Planning locally – in a house

Making a house more efficient in its energy use can be done in a variety of ways.

Using low energy light bulbs, and switching electrical appliances off, lowers the use of electricity. Cavity wall and loft insulation, double glazing and a hot water tank jacket all stop heat from escaping.

## Fiction

### Text 3

(In this extract the writer finds her way into an empty house and spends time reading and relaxing in the peace and quiet it offers.)

A restless feeling hung over my visits, and I knew that it was only a matter of time before my curiosity moved beyond the grounds to the building itself. I began by skirting around the house, as though afraid of annoying it. When I discovered a broken window latch on the ground floor, it felt as though the decision had been made for me.



Source: Pal/123rf.com

The old building should have been unwelcoming in its emptiness, with the furniture draped in sheets and the shutters closed up tight, but to me it felt calm and friendly. Odd shafts of light cut through the gloom here and there, illuminating clouds of dancing dust particles and giving the place an air of drowsy sadness. It seemed like the sleeping princess in a fairy tale just waiting to be brought back to life.

For almost a year after that first visit I escaped to the house at any opportunity – to raid the neglected library and to curl up comfortably on a faded oriental rug, enjoying the quiet. My own home was never quiet, but all that noise didn't stop me from feeling lonely at times. Somehow, despite being more alone than ever, I never felt lonely when I came here. Slowly, I began to feel that the sleeping house and I were getting to know one another.

I daydreamed about what it would be like if it was full of people – about the conversations they would have, about the parties they might throw and the way the rooms would come to life, full of blazing light. I wrote pages of nonsense, scribbling furiously in my notebook, or I read detective novels and ate stolen apples, throwing the cores into the fire that I lit to warm the huge, empty sitting room. In the end it was that fire that gave me away.

It was a cold, wet Friday when I first saw them.

#### Sources taken/adapted from:

**Text 1:** <https://bbc.co.uk/bitesize/guides/z3n9gdm/revision/3>

**Text 2:** <https://bbc.co.uk/bitesize/guides/zqvxdmn/revision/3>

**Text 3:** 'A Sky Painted Gold', Laura Wood, Scholastic 2018