

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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## Pearson Edexcel International Award in Lower Secondary

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 spend:
  - 1 hour 10 minutes on Section A
  - 35 minutes on the task in Section B.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

READING

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

Answer ALL questions.

Some questions must be answered with a cross . 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 and answer Questions 1 to 5.

- 1 Give **one** piece of evidence from the text that shows why the writer believes seagulls are important to humans.

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(Total for Question 1 = 1 mark)

- 2 '*...habitat declined...food diminished ...*'

Give another word which could replace **both** declined and diminished in this text.

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(Total for Question 2 = 1 mark)

- 3 '*...entrepreneurs of the bird world!*'

Explain how the writer describes the adaptations seagulls have made to deserve this description.

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(Total for Question 3 = 2 marks)

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**4** ‘...admirable traits’

The writer introduces the section which describes how seagulls:

- A** have adapted to city life
- B** dive-bomb people’s lunch
- C** show skills to be praised
- D** have a point of view

(Total for Question 4 = 1 mark)

**5** Tick the box to show which attitude each of these writer’s words show.

Writer’s words	Positive	Negative
...masters of adaptability		
...while struggling at the coast		
... never a pleasant experience		
...examples of mascots used by teams		

(Total for Question 5 = 2 marks)



**Read Text 2 in the Source Booklet and answer Questions 6 to 10.**

6 *'...trick earthworms to come to the surface.'*

What does the writer mean by 'trick'? Select the most appropriate word from the list below.

- A force
- B outwit
- C tempt
- D encourage

(Total for Question 6 = 1 mark)

7 Write another word for 'attentive' as used in this phrase.

*'Seagulls are attentive ...'*

(Total for Question 7 = 1 mark)

8 Explain how the writer describes the parenting skills of the seagull.

Remember to give evidence from the text.

(Total for Question 8 = 2 marks)

9 Explain why the writer elaborates on the seagull's ability to drink *'both fresh and salt water'*.

(Total for Question 9 = 2 marks)





**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.

Feature in text	Text 1	Text 2	Both texts
Uses sub headings	✓		
Paragraphs provide structure			
Demonstrates empathy			
Written in the present tense			

(Total for Question 11 = 2 marks)





**Read Text 3 in the Source Booklet and answer Questions 14 to 20.****14** What is the purpose of the phrase, '*Short wings!*'?

To create:

- A** urgency
- B** haste
- C** tension
- D** emphasis

**(Total for Question 14 = 1 mark)****15** '*...left only the sweet daggers of his wingtips extended...*'

Write a synonym for 'daggers' as used in this phrase.

**(Total for Question 15 = 1 mark)****16** '*...a grey cannonball under the moon.*'

Explain the purpose of this metaphor.

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

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17 Explain how the writer presents the seagull's character.

Remember to use evidence from the text.

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

18 *'Yet he felt guiltless...'*

Explain why the seagull had a reason to feel guilty.

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**(Total for Question 18 = 2 marks)**



**19** *'He was alive, trembling ever so slightly with delight, proud that his fear was under control.'*

Explain how these words reflect the seagull's feelings at this time.

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

**20** Explain how the writer builds up the images of speed **and** height throughout the text.

Remember to support your answers with examples from the text.

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**(Total for Question 20 = 4 marks)**

**TOTAL FOR SECTION A = 40 MARKS**





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**(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 Booklet with the question paper.**

Total Marks

*Turn over* ►

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## Non-fiction

### Text 1

#### Facts About Seagulls

##### 1. They keep rats at bay

If it weren't for gulls eating our waste, we'd probably have a lot more rats and rodents.

##### 2. They are highly adaptable

Gulls are masters of adaptability: that is why they have moved to our cities so successfully while struggling at the coast.

Where their natural habitat has declined and food has diminished, seagulls are suffering. However those gulls that have migrated to cities, which provide safety as well as plenty of food, have managed to thrive.

Gulls are the entrepreneurs of the bird world.

##### 3. They have admirable traits

Even though gulls display many emotions which we would see as positives in a person (competitive spirit, willing to seize an opportunity), we complain about these traits. While it's never a pleasant experience to have your lunch dive-bombed, maybe we should look at it from their point of view.



##### 4. Spot the difference

Gull species are extremely complicated to tell apart and mastering it is the bird-watching equivalent of being able to identify fine perfumes.

##### 5. Yes, they can actually be cuddly

Gull imagery is also commonly used in sports: Gilbert the Gull and Gully the Seagull are two examples of mascots used by teams. Others, including Blackpool Seagulls and the Helsinki Seagulls, name entire teams after them.



## Non-fiction

### Text 2

#### Amazing Facts About the Seagull

Seagulls are very clever. They learn, remember and even pass on behaviours, such as stamping their feet in a group to imitate rainfall and trick earthworms to come to the surface.

Seagulls' intelligence is clearly demonstrated by a range of different feeding behaviours, such as dropping hard-shelled molluscs onto rocks so that they break open and can be eaten. They follow ploughs in fields where they know upturned grubs and other food sources will be plentiful.

Seagulls are attentive and caring parents. The male and female pair for life and they take turns incubating the eggs, and feeding and protecting the chicks.

Gulls have a complex and highly developed means of communication which includes a range of noises and body movements.

Seagulls can drink both fresh and salt water. Most animals are unable to do this, but seagulls have a special pair of glands right above their eyes which is specifically designed to flush the salt from their systems through openings in the bill.



Young gulls live in nursery flocks where they will play and learn vital skills for adulthood. Nursery flocks are watched over by a few adult males and these flocks will remain together until the birds are old enough to breed.

Interestingly, in Native America the seagull represents a carefree attitude.

## Fiction

### Text 3

All I need is a tiny little wing, all I need is to fold most of my wings and fly on just the tips alone!

Short wings!

He climbed two thousand feet above the black sea, and without a moment for thought of failure, he brought his forewings tightly in to his body, left only the sweet daggers of his wingtips extended into the wind, and fell into a vertical dive.

The wind was a monster roar at his head. Seventy miles an hour, ninety, a hundred and twenty and faster still. The wing-strain now at a hundred and forty miles per hour wasn't nearly as hard as it had been before at seventy, and with the faintest twist of his wingtips he eased out of the dive and shot above the waves, a grey cannonball under the moon.

He closed his eyes to slits against the wind and rejoiced.

His vows of a moment before were forgotten, swept away in the great swift wind. Yet he felt guiltless, breaking the promises he had made himself. Such promises are only for the gulls that accept the ordinary. One who has touched excellence in his learning has no need of that kind of promise. By sunup, Jonathan Gull was practising again. From five thousand feet the fishing boats were specks in the flat blue water, Breakfast Flock was a faint cloud of dust motes, circling.



He was alive, trembling ever so slightly with delight, proud that his fear was under control. Then without ceremony he hugged in his forewings, extended his short, angled wingtips, and plunged directly toward the sea. By the time he passed four thousand feet he had reached terminal velocity, the wind was a solid beating of sound against which he could move no faster. He swallowed knowing that if his wings unfolded at that speed he'd be blown into a million tiny shreds of seagull. But the speed was joy, and the speed was pure beauty.

#### Acknowledgements:

**Text 1:** <https://www.bbc.co.uk/programmes/articles/5cD9mp3ZkMC8x9gm8SY80BV/could-these-seven-reasons-make-you-love-seagulls>

**Text 2:** <https://onekindplanet.org/animal/seagull/>

**Text 3:** Jonathan Livingston Seagull By Richard Bach © Harper Thorsons, 2015

