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G2 English

Paper 1 — Writing

Insert · Section B

BRONZE — SEC 1 TIER

This Insert contains the stimulus for Section B. Read it and answer Question 2 in the Question Paper.

Total: 70 marks

Time: 1 h 50 min

Section B

Read the notice from Greenwood Secondary below and use the information to answer the question on the Question Paper.

Greenwood Secondary — Recycling Crew Helpers

Dear Students, Greenwood Secondary is starting a Recycling Crew to keep our school green, and we need cheerful helpers aged 13 to 16. Read about the three roles below, pick the one you would enjoy most, then apply by email. You may choose **one** role only.



Sorting Helper

Help sort paper, plastic and cans into the right recycling bins after lunch.

- Short shifts after lunch
- Gloves provided
- Good if you like keeping things tidy

Poster Helper

Make bright, friendly posters that remind everyone how to recycle.

- Enjoy drawing and design
- Work in the art room
- All materials provided



Bin Monitor

Check that the recycling bins around school are used correctly and report problems.

- A short walk around the school
- Friendly reminders to classmates
- A checklist provided

Every helper receives a certificate and a Recycling Crew badge. Places are limited, so tell us why you would be a good fit. To apply, email the teacher in charge, Mr Goh.

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G2 English

Paper 1 — Writing

Editing · Situational · Continuous

BRONZE — SEC 1 TIER

Paper 1 tests writing: a short editing task, one piece of situational writing from a visual prompt, and one composition chosen from four topics. Mirrors the SEAB G2 (K200) Paper 1 format.

Total: 70 marks

Time: 1 h 50 min

INSTRUCTIONS

Answer **Section A**, **Section B** and **one** question from **Section C**. Write your answers in the spaces provided. The number of marks is shown in brackets [].

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the lunchtime board games club. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line. Circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Our school recently opened a board games club in the library at lunchtime.

Every day, lots of students comes to play chess, checkers and card games. 1

The club is run by two teachers who loves playing games themselves. 2

You can borrow a game from the shelf and play it with you friends. 3

Each table have a different game set out and ready on it. 4

Despite the room is quite small, everyone finds a seat somehow. 5

Players must put the pieces back careful when they have finished. 6

Lesser students play on their phones now that the club is open. 7

Last week, our chess team win their first match against another school. 8

Many of us look forward at lunchtime far more than we did before. 9

If the club keeps growing, they will need a bigger room next term. 10

For now, the busy little games club is one of the happiest places in school.

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

Question 2

Look at the notice from Greenwood Secondary in the Insert, read the information carefully and plan your answer before you begin to write.

Write an email to Mr Goh, the teacher in charge, to apply for one of the Recycling Crew roles.

You must include the following points in your email:

- which role you would like and why it suits you
- a skill or experience that would make you a good helper
- which days and times you are free to help
- one idea that could help your school recycle more

Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Mr Goh to accept your application. Use your own words as much as possible.

Section C [30 marks]

You are advised to write between 250 and 400 words on one of the following topics.

Questions 3–6

3 Write about a time when you helped to make something better at home or in school. [Narrative]

4 Describe your classroom. Include what you can see and hear in it. [Descriptive]

5 Which do you prefer: playing games indoors or outdoors? Explain your choice. [Discursive]

6 ‘Students should help to keep their school clean.’ How far do you agree? [Argumentative]

Please write your chosen question number (3, 4, 5 or 6) before you begin.

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G2 English

Paper 2 — Comprehension

Insert · Texts 1–4

BRONZE — SEC 1 TIER

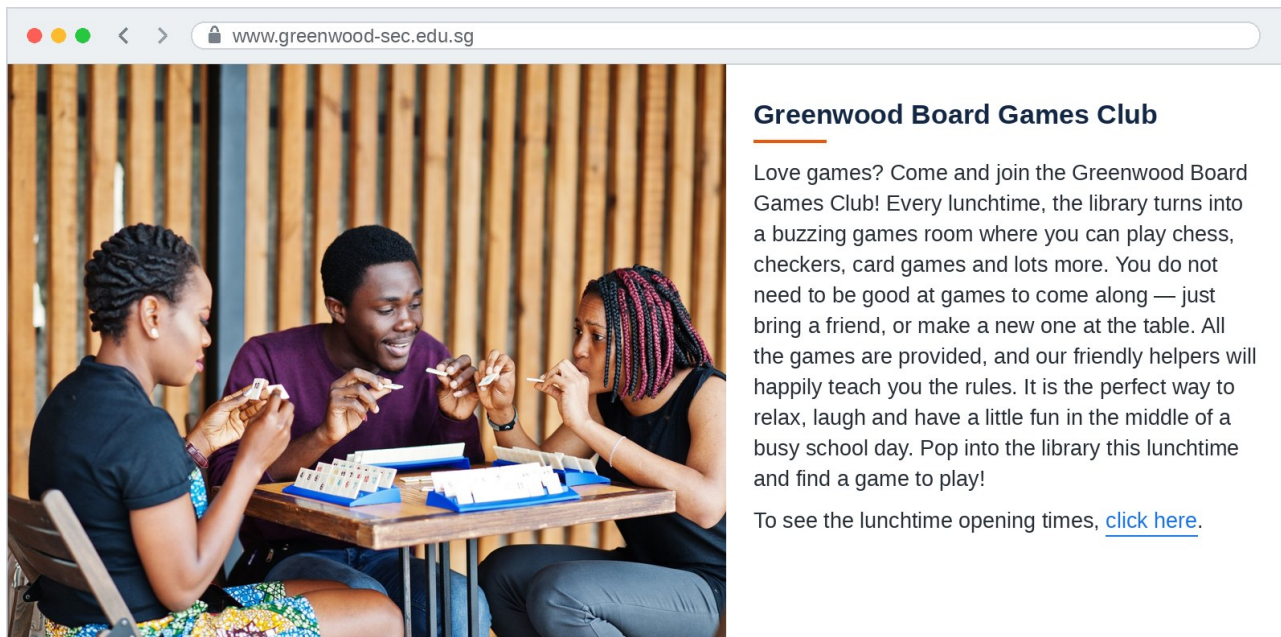
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

Total: 50 marks

Time: 1 h 50 min

Section A

Study the webpage (Text 1) and the extract from a leaflet (Text 2) and answer Questions 1–4 in the Question Paper. Text 1 is taken from a secondary school's website.



Greenwood Board Games Club

Love games? Come and join the Greenwood Board Games Club! Every lunchtime, the library turns into a buzzing games room where you can play chess, checkers, card games and lots more. You do not need to be good at games to come along — just bring a friend, or make a new one at the table. All the games are provided, and our friendly helpers will happily teach you the rules. It is the perfect way to relax, laugh and have a little fun in the middle of a busy school day. Pop into the library this lunchtime and find a game to play!

To see the lunchtime opening times, [click here](#).

Text 2 is taken from a games-room leaflet.

A few simple rules keep the games room fun for everyone. Take only one game at a time, and bring it back to the right shelf when you are done. Check that all the pieces are there before you start, and tell a helper at once if anything is missing or broken. Play fairly, take turns, and keep your voice down so that others can think. Look after the games, and they will be ready for you again tomorrow.

Section B**Text 3**

In the text below, the writer remembers giving his first talk in front of the class. Read the text carefully and answer Questions 5–14.

- 1** When our teacher told us that everyone would have to give a short talk in front of the class, my stomach dropped. We could speak about anything we liked, she said — a hobby, a hero, a favourite place. To me, though, it did not matter what the talk was about. The very idea of standing up in front of everyone filled me with dread.
- 2** I have never liked being looked at. In group work I am always the quiet one at the back. As the day of the talk crept closer, I kept imagining the same terrible scene: standing at the front, my mind completely blank, while thirty pairs of eyes stared and waited for me to say something.
- 3** At home, I practised until I knew my talk by heart. I said it to my mother, to the bathroom mirror, and even to our cat, who did not look very impressed. Slowly, the words began to feel a little more comfortable in my mouth. But I still dreaded the moment I would have to say them out loud at school. 10
- 4** On the day itself, I sat through the other talks barely hearing a word. My heart thumped harder with every name the teacher called. My hands felt cold, and I read my first sentence over and over in my head, terrified that I would forget it the moment I stood up.
- 5** Then my name was called. My legs felt like jelly as I walked to the front and turned to face the class. For one awful second my mind went blank, just as I had feared, and my mouth went dry. The room seemed ¹⁵ suddenly very large and very quiet.
- 6** But then I caught sight of my friend Aishah in the second row, smiling and giving me a tiny thumbs-up. Somehow it was enough. My first sentence came back to me, and once I had said it, the next one followed, and then the one after that. Before long, I had almost forgotten to be afraid.
- 7** When I reached the end, the class clapped — a normal, friendly clap, the same one everyone else had been given. I walked back to my seat with my cheeks burning, but inside I felt as light as air. I had done it. The thing I had dreaded for a whole week was over in three short minutes.
- 8** I would not say that I love speaking in front of people now. But I am no longer terrified of it either. I learned that the fear is almost always bigger than the thing itself — and that the only way to beat it is to stand up, take a breath, and begin. 25

Section C

Text 4

The article below is about being kind. Read it carefully and answer Questions 15–19.

- 1 Kindness is one of the smallest things we can give, and one of the most powerful. A kind word, a helping hand, or even a friendly smile costs us nothing at all — yet it can change someone’s whole day. In a busy school full of tests and timetables, it is easy to forget just how much kindness matters.
- 2 First of all, kindness helps the person who receives it. A new student who is shown around feels less lost. A classmate who is cheered up after a bad result feels less alone. Small acts of kindness remind people that someone has noticed them and cares — and that feeling can carry them through a difficult day.
- 3 Kindness also helps the person who gives it. Scientists have found that doing something kind for another person actually lifts our own mood. This is why we often feel happier after helping a friend than after doing something just for ourselves. Being kind, it turns out, is good for the giver as well as the receiver.
- 4 When many people are kind, the whole school changes. A class where students help one another is calmer, friendlier and far nicer to be in. Bullying struggles to grow where kindness is common, and everyone — from the quietest pupil to the busiest teacher — feels safer and more welcome.
- 5 Being kind is easier than it sounds. You can hold a door open, share your notes with someone who was away, or simply ask a classmate who looks down whether they are all right. You can include the student who is always left out, or thank the cleaners and canteen staff who look after your school. None of these things is hard, yet each one matters.
- 6 Schools can encourage kindness too. Some hold ‘kindness weeks’, while others praise good deeds as loudly as good grades. When teachers treat their students kindly, students quickly learn to do the same. Little by little, one kind act at a time, a school can become a much warmer place to learn.

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G2 English

Paper 2 — Comprehension

Question Paper

BRONZE — SEC 1 TIER

Answer all questions. The Insert contains the four texts. Mirrors the SEAB G2 (K200) Paper 2 format.

Total: 50 marks

Time: 1 h 50 min

CANDIDATE NAME	
CENTRE NUMBER	INDEX NUMBER

READ THESE INSTRUCTIONS FIRST

Write your name, centre number and index number in the spaces above. Write in dark blue or black pen. **Answer all questions.** Write your answers in the spaces provided on the *Question Paper*. **Additional Materials: Insert** (contains Text 1, Text 2, Text 3 and Text 4). The number of marks is given in brackets [] at the end of each question or part question.

Section A [5 marks]

Refer to *Text 1* and *Text 2* in the *Insert* for Questions 1–4.

1 Look at Text 1. What feature of the club described on the webpage does the photograph show? [1]

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2 Look at Text 2. Tick (✓) the statement which best summarises the main purpose of Text 2. [1]

- to persuade students to join the games club
- to explain the rules for using the games room
- to warn students that games can be dangerous
- to advertise board games for sale

3 Compare Text 1 and Text 2. Give one way the language of Text 1 is more cheerful than that of Text 2. [1]

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.....

4 Look at Texts 1 and 2 and statements (a) and (b) below. Decide whether each refers to Text 1, Text 2, both texts, or neither. Circle your answer. [2]

- (a) The text invites you to join an activity. Text 1 / Text 2 / Both / Neither
- (b) The text gives rules you must follow. Text 1 / Text 2 / Both / Neither

[Turn over

Section B [20 marks]

Refer to *Text 3* in the Insert for Questions 5–14.

5 In Paragraph 1, how did the writer feel when he heard about the talk, and how can you tell? Give **one** detail. [2]

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6 In Paragraph 2, the writer imagines ‘thirty pairs of eyes’ staring at him. What does this tell us about what he was afraid of? [2]

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7 In Paragraph 3, the writer practised his talk ‘until I knew it by heart’. Why do you think he did this? [2]

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8 In Paragraph 4, identify **two** ways the writer shows that he was nervous on the day. [2]

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9 In Paragraphs 5 and 6, put the following moments in the order in which they happened by writing 1, 2, 3 in the boxes. [2]

- Aishah gave the writer a thumbs-up
- the writer’s mind went blank
- the writer’s first sentence came back to him

10 In Paragraph 6, give **two** details that show the writer’s fear was fading. [2]

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11 Look at the table below. For each one, find a word or phrase from Paragraph 7. [2]

How the writer’s body showed he was still nervous:

How the writer felt inside:

12 In Paragraph 7, why do you think the writer felt ‘as light as air’? Suggest **one** reason. [1]

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[Turn over

13 In Paragraph 1 the writer is filled with ‘dread’; by Paragraph 8 he is ‘no longer terrified’ of speaking. Explain how the writer has changed, and what he has learned. [3]

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14 What is the writer’s overall feeling at the end of the text? Support your answer with **one** detail from the final paragraph. [2]

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[Turn over

Section C [25 marks]

Refer to **Text 4** in the Insert for Questions 15–19.

15 Match each paragraph with the most suitable heading by writing the correct letter (A–G). There is one extra heading you will not need. Paragraph 1 has been done for you. [5]

Paragraph 1 **F**

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Paragraph 6

- A Easy ways students can be kind
- B How kindness helps the giver
- C How kindness helps the receiver
- D How schools can encourage kindness
- E How kindness helps the whole school
- F Why kindness matters
- G How to make new friends

16 From Paragraph 2, give **two** ways that kindness helps the person who receives it. [2]

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17 In Paragraph 3, what does the word ‘This’ refer to? [2]

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18 In Paragraph 6, what does the writer mean by ‘a much warmer place to learn’? [1]

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19 Using your own words as far as possible, summarise what **students** and **schools or teachers** can do to make a school kinder. [15]

Use only the material from paragraphs 5 and 6 of the Insert. Your summary must be in continuous writing (not note form) and must not be longer than 80 words (not including the words given to help you begin).

There are several ways to make a school kinder. Students can ...

[Turn over

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No. of Words: _____

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