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G2 English

Paper 1 — Writing

Editing · Situational · Continuous

GOLD — SEC 2 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 school science fair. 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.

Last month, our school held its first science fair in the main hall.

Each class were asked to design an experiment for the younger students. 1

My group decided to built a small volcano that could really erupt. 2

We spent two weeks planning, testing and improve our model. 3

On the day, hundreds of visitors crowded around to watching the eruption. 4

Despite we were nervous, our experiment worked perfectly every time. 5

The judges said that our display had explained the idea good. 6

Many students told us that they had learn something new from it. 7

Our teacher was so impressed that she enter our model in a contest. 8

If we works hard, we might even win a prize next year. 9

The science fair have shown us how exciting learning can be. 10

For now, we are simply proud of the volcano we built together.

Section B [30 marks]

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

Question 2

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

Write an email to Ms Lim, the museum curator, to apply for one of the helper 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 part of the Open Day you are able to help with
- one idea that could make the Open Day more interesting for visitors

Write your email in clear, accurate English. Make sure your tone is polite, confident and persuasive in order to convince Ms Lim 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 discovered that you were braver than you had thought. [Narrative]
- 4 Describe a place that completely changes at night. Include the sights, sounds and atmosphere. [Descriptive]
- 5 Some people prefer to work in a team, while others prefer to work alone. Discuss both views. [Discursive]
- 6 ‘Success matters more than enjoyment.’ 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 1 — Writing

Insert · Section B

GOLD — SEC 2 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 Heritage Museum below and use the information to answer the question on the Question Paper.

Heritage Museum — Student Open Day Helpers

Dear Students, the Heritage Museum is looking for confident Secondary 3 and 4 helpers for its Student Open Day next month. Read about the three roles below, choose the one that suits you best, then apply by email. You may choose **one** role only.



Gallery Host

Welcome visitors, answer their questions and guide them around the main galleries.

- Confident and well-spoken
- In the galleries all afternoon
- A guide booklet provided

Archive Assistant

Help the curators lay out historic objects and label each display carefully.

- Careful and patient
- Behind-the-scenes work
- Gloves and labels provided



Workshop Leader

Run a short hands-on craft workshop for younger visitors.

- Creative and encouraging
- A small group at a time
- All materials provided

Every helper receives a certificate and a museum pass. Places are limited, so tell us why you would be a good fit. To apply, email the curator, Ms Lim.

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G2 English

Paper 2 — Comprehension

Insert · Texts 1–4

GOLD — SEC 2 TIER

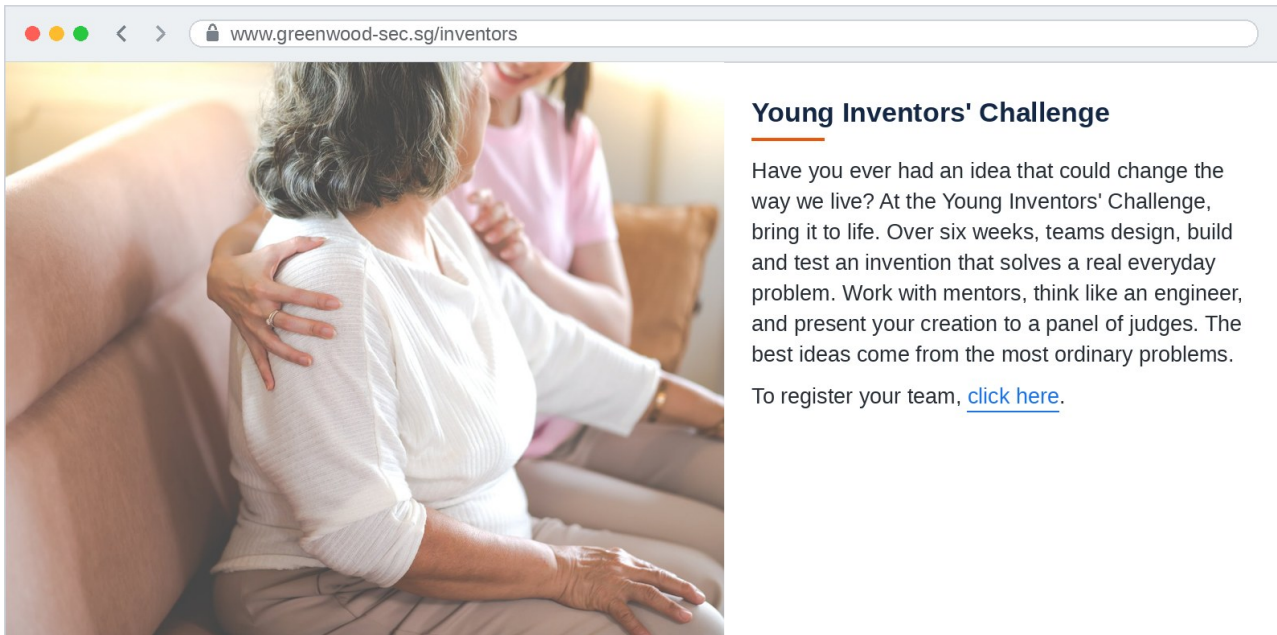
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

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.



www.greenwood-sec.sg/inventors

Young Inventors' Challenge

Have you ever had an idea that could change the way we live? At the Young Inventors' Challenge, bring it to life. Over six weeks, teams design, build and test an invention that solves a real everyday problem. Work with mentors, think like an engineer, and present your creation to a panel of judges. The best ideas come from the most ordinary problems.

To register your team, [click here](#).

Text 2 is taken from an event information leaflet.

A great invention begins with good planning. Before you build, sketch your idea clearly and list the materials you will need. Test one small part at a time, and keep careful notes of what works and what does not. Always ask a teacher before using any tools, and handle sharp or electrical parts with care. If your first design fails, do not be discouraged — change one thing and try again. Careful planning and patient testing turn a rough idea into something that truly works.

Section B**Text 3**

In the text below, the writer recalls playing a flute solo at a school concert. Read the text carefully and answer Questions 5–14.

- 1 From the wings, I could see the rows of faces stretching back into the darkened hall, and the bright stage lights waiting like a spotlight I was not sure I wanted. In a few moments I would walk out alone and play my flute solo in front of the whole school. My mouth was dry, and the silver flute trembled very slightly in my hands.
- 2 I had practised the piece for months, until I could play it in my sleep. Yet a solo was different from 5 anything I had done before. There would be no orchestra to hide behind and no friends beside me — only me, the flute, and a hall full of people waiting to hear whether I would soar or stumble. The thought made my heart race.
- 3 When my name was called, my legs carried me to the centre of the stage almost without my permission. I lifted the flute to my lips, took a slow breath, and began. The first few bars floated out clear and true, and for a moment I dared to believe that everything would be fine.
- 4 Then it happened. Halfway through the piece, my fingers reached for a note that simply would not come. A single sour squeak escaped the flute, sharp and unmistakable in the silent hall. My cheeks burned, and for one dreadful second my mind went completely blank. I had no idea where in the music I was.
- 5 I caught sight of Mr Lim, my music teacher, standing at the side of the stage. He did not look disappointed, as I had feared. Instead, he gave a small, steady nod, mouthing the words he had told me a hundred times in lessons: “Keep breathing. The music will find you.”
- 6 I closed my eyes for the briefest moment, drew a slow breath, and let my fingers remember what my panicking mind had forgotten. The melody returned, hesitant at first, then stronger and surer with every bar. The sour note was already behind me; what mattered was the music still to come, and I poured everything I had into it.
- 7 As the final note faded into the rafters, there was a heartbeat of perfect silence — and then the hall erupted into applause. My hands were shaking and my legs felt weak, but I was smiling so broadly that it almost hurt. Somewhere in the front row, Mr Lim was clapping hardest of all.
- 8 Months have passed since that concert, but I often think of that single sour note. I used to believe that one mistake could ruin everything. Now I know better. A performance, like a person, is not judged by its flaws alone, but by the courage to carry on after them — and I had found that courage when I needed it most.

Section C

Text 4

The article below is about learning from mistakes. Read it carefully and answer Questions 15–19.

- 1 Nobody enjoys getting something wrong. A red cross on a worksheet, a wrong answer in front of the class, a missed goal — these moments can sting. Yet mistakes are not the enemy of learning. In truth, they are one of its most powerful tools, and the students who learn to welcome them often improve the fastest.
- 2 First, a mistake shows you exactly what you do not yet understand. A page of correct answers tells you only what you already knew; it is the wrong answer that points, like an arrow, to the very thing you need to work on. Far from being a dead end, each mistake is a clue that guides your next step.
- 3 Mistakes also help lessons to stick. When we simply read a fact, we forget it easily, but when we get something wrong and then puzzle out why, the lesson lodges firmly in the memory. This is why a problem you once struggled with is often the one you remember best, long after the easy ones have faded.
- 4 So why do so many students dread making mistakes? For some, the fear of looking foolish in front of others is simply too strong. Others have learned to chase perfect scores, and treat every error as a kind of failure. The fear is understandable, but it is also a trap: a student who never risks a mistake never stretches beyond what they can already do.
- 5 Happily, mistakes can be turned to your advantage. When you get something wrong, do not simply move on; pause and ask yourself why. Keep a record of the errors you make most often, and return to them until they no longer trip you up. Treat each correction not as a scolding, but as a free and personal lesson.
- 6 Teachers and families have an important part to play too. When adults praise effort rather than only results, and treat errors calmly as a normal step in learning, children grow brave enough to try difficult things. With that kind of support, a mistake stops being something to hide, and becomes something to learn from.



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G2 English

Paper 2 — Comprehension

Question Paper

GOLD — SEC 2 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 Young Inventors' Challenge 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 enter the Young Inventors' Challenge
- to explain how to plan and build an invention safely
- to warn students about the dangers of tools
- to advertise inventions that are for sale

3 Compare Text 1 and Text 2. Give one way the language of Text 1 is more persuasive 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 encourages you to take part in a challenge. Text 1 / Text 2 / Both / Neither
- (b) The text gives advice on how to work safely and carefully. 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 as he waited to perform, and how can you tell? Give **one** detail.

[2]

6 In Paragraph 2, the writer wonders whether he will ‘soar or stumble’. What does this contrast suggest about how he was feeling? [2]

7 In Paragraph 3, the writer says his ‘legs carried me to the centre of the stage almost without my permission’. Using your own words, explain what this suggests. [2]

8 In Paragraph 4, identify **two** ways the writer shows that the mistake had thrown him. [2]

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]

- the writer closed his eyes and drew a slow breath
- Mr Lim gave a small, steady nod
- the melody returned and grew stronger

10 In Paragraph 6, give **two** details that show the writer was recovering his performance. [2]

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

How the writer’s body still showed his nerves:

How the writer showed that he was happy:

12 In Paragraph 7, why do you think Mr Lim was ‘clapping hardest of all’? Suggest **one** reason. [1]

[Turn over

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13 In Paragraph 4 the writer’s ‘mind went completely blank’; by Paragraph 8 he says a performance is judged ‘by the courage to carry on’. Explain how the writer’s view 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 Why mistakes make lessons stick
- B What mistakes reveal about our learning
- C Why so many students fear mistakes
- D How to learn from your own mistakes
- E How teachers and families can help
- F Why mistakes are worth making
- G How to avoid mistakes altogether

16 From Paragraph 2, give **two** ways that making a mistake can help your learning. [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 when adults ‘praise effort rather than only results’? [1]

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19 Using your own words as far as possible, summarise what **students** and **teachers or families** can do to learn from, and help others learn from, mistakes. [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 learn from mistakes. Students can ...

[Turn over

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No. of Words: _____

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