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G3 English

Paper 1 — Writing

Editing · Situational · Continuous

GOLD 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 G3 (K300) 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 artificial intelligence. The first and last lines are correct. For **eight** of the remaining ten lines, there is one grammatical error in each line. There are **two** more lines with no error. If there is **no** error in a line, put a tick (✓) in the space provided. If the line is incorrect, 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.

Artificial intelligence, often shortened to AI, is no longer the stuff of science fiction.

Today it shapes many of the decisions that affects our everyday lives. 1

Whenever you search online, a hidden system is busy learning from your choices. 2

These systems improve themselves by analysing enormous amount of data. 3

Because they learn so quickly, they can soon outperform a human expert. 4

Doctors now rely in such tools to spot diseases earlier than before. 5

A few years ago, this kind of accuracy would have seem impossible. 6

Yet the technology raises difficult question that society must answer. 7

If a machine makes a mistake, it is not always clear who are responsible. 8

Many experts argue that we should use this powerful tools with great care. 9

Used wisely, artificial intelligence could become one of our greatest achievement. 10

Used carelessly, it could create problems we are not yet ready to face.

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

Question 2

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

You are a member of the Student Council and you believe one of the three proposals deserves the funding. Write the speech you will deliver at assembly to persuade your fellow students to vote for it.

You must include the following points in your speech:

- which initiative you have chosen and why it matters most to students
- how students could get involved and make it a success
- what lasting difference it would make to school life

Write your speech in clear, accurate English. Your tone should be persuasive and inspiring, in order to win the support of the student body. Use your own words as much as possible.

Section C [30 marks]

You are advised to write between 350 and 500 words on one of the following topics.

Questions 3–6

- 3 Describe a moment when an ordinary scene suddenly struck you as beautiful. Capture what you saw and heard, and explain why it has stayed with you. [Descriptive]
- 4 ‘I had always believed I knew her — until that afternoon.’ Write about a time when someone surprised you. [Narrative]
- 5 ‘In a world of constant connection, the ability to be truly alone is being lost.’ How far do you agree? [Argumentative]
- 6 ‘Success should be measured by what we give, not by what we get.’ What are your views? [Argumentative]

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

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G3 English

Paper 1 — Writing

Insert · Section B

GOLD 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 Riverside Secondary School below and use the information to answer the question on the Question Paper.

Riverside Secondary School — Student Council Initiative Fund 2027

The Student Council can fund **one** new student-led initiative this year. Three proposals are shown on the school portal below. As a member of the Council, study them, decide which deserves the funding, and prepare a speech to persuade the student body to support your choice.



Peer Mentoring Scheme

Older students support younger ones with schoolwork and settling in.

- Weekly one-to-one mentoring sessions
- Helps new and struggling students
- Builds leadership in senior students

Green Campus Drive

Students lead recycling, a garden and energy-saving across the school.

- Student-run recycling and composting
- A vegetable garden open to all classes
- Cuts the school's waste and energy use



Student Wellbeing Programme

Trained student volunteers run a calm space and peer-support sessions.

- A quiet room for students under stress
- Trained student listeners on hand
- Talks and workshops on managing pressure

Each Council member will speak in favour of one proposal at the next assembly. The student body will then vote on which initiative receives the fund.

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G3 English

Paper 2 — Comprehension

Insert · Texts 1–4

GOLD TIER

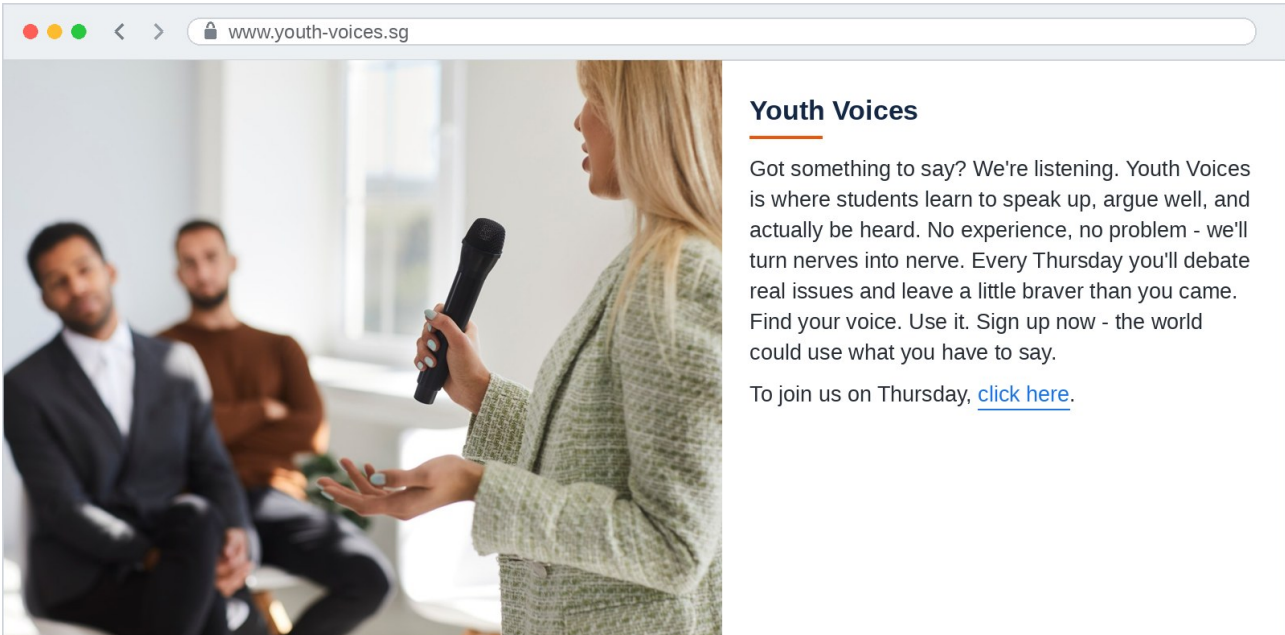
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

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 the website of a youth public-speaking club.



The screenshot shows a browser window with the address bar displaying 'www.youth-voices.sg'. The webpage content includes a photograph of a young woman with blonde hair, wearing a light green textured blazer, speaking into a black handheld microphone. In the background, two men are seated and listening. To the right of the image, the heading 'Youth Voices' is underlined. Below the heading, the text reads: 'Got something to say? We're listening. Youth Voices is where students learn to speak up, argue well, and actually be heard. No experience, no problem - we'll turn nerves into nerve. Every Thursday you'll debate real issues and leave a little braver than you came. Find your voice. Use it. Sign up now - the world could use what you have to say.' At the bottom of this text, it says 'To join us on Thursday, [click here.](#)'

Text 2 is taken from a school notice.

Membership of the Youth Voices club is open to students in all year levels. Members are expected to attend at least eight of the ten weekly sessions each term and to take part in one inter-school debate. A teacher adviser is present at every meeting. Students wishing to join should submit the registration form to the General Office by the end of the second week of term.

Section B

Text 3

In the text below, the writer returns to clear out the house of a grandfather who has recently died. Read it carefully and answer Questions 5–14.

- 1 I had not wanted to come. For three weeks after the funeral I found reasons to stay away, and when at last I turned the key in my grandfather's door, I half hoped it would not open. It did. The hallway smelled exactly as it always had — of old paper, floor polish and the faint sweetness of his pipe — and for a moment the years folded in on themselves and I was eight again, kicking off my shoes and shouting that I had arrived.
- 2 But the house was wrong. The clocks had stopped. Dust lay on the piano lid in a soft grey film, and the 5 armchair by the window, where he had sat every evening of my childhood, held only the shape of him and not the man. I had come to empty the place, to sort a life into boxes marked KEEP, GIVE and THROW. It had sounded simple in the lawyer's office. Standing in the silent hall, it felt like a kind of betrayal.
- 3 I began with the easy rooms, where the objects meant little and the boxes filled quickly. But in the study I slowed. Every drawer was a small ambush. Here was the magnifying glass through which he had shown me the veins of a leaf and the legs of a beetle; there, the worn chess set on which he had beaten me, gently and without mercy, across a hundred slow Sunday afternoons. There was the jar of foreign coins he had promised would one day be mine. I found myself talking to him under my breath, telling him where each thing was going, as though he might lean over my shoulder and object.
- 4 It was in the bottom drawer of his desk that I found the tin. It was an ordinary biscuit tin, dented at one 15 corner, and inside it lay every letter and drawing I had ever sent him — the wax-crayon scrawls of a five-year-old, the stiff thank-you notes, a postcard from a school trip I had entirely forgotten. He had kept them all. He had numbered them, in pencil, in the order they arrived.
- 5 I sat down on the floor of that emptying house and wept, not only with grief but with a strange, warm shame. For years I had thought of my monthly visits as a duty, an hour grudgingly owed to a quiet old man who asked for almost nothing and complained of even less. I saw now, with the tin open in my lap, how much that little had in fact meant — that he had measured out his days, in part, by the arrival of a child's careless letters, and had treasured what I had barely troubled to send.
- 6 I did not finish the sorting that day. I took the tin home, and I left the boxes where they stood, and I drove back through the evening with the radio off. The grief did not lift; it has not lifted yet. But something had shifted alongside it — not a lighter feeling, exactly, but a clearer one. I understood, at last, that we are remembered less for the grand things we intend than for the small, ordinary kindnesses we never think to count.

Section C

Text 4

The article below argues that boredom is more valuable than we think. Read it carefully and answer Questions 15–19.

- 1** Boredom has a bad reputation. We treat it as an enemy to be defeated, a gap to be filled, an embarrassing admission that we have run out of things to do. The moment a queue forms or a bus is late, our hands reach for a screen. Yet a growing number of psychologists argue that, in our determination to abolish every dull moment, we may be throwing away something quietly valuable — and that we would be wiser to make a little room for boredom in our lives. 5
- 2** Boredom, properly understood, is not the same as laziness or unhappiness. It is the restless, slightly uncomfortable feeling that arrives when our surroundings fail to hold our attention and our mind is left, for once, without a task. For almost all of human history this feeling was unavoidable; today, for the first time, it is optional. A device in every pocket means that the empty minute — in the lift, in the queue, in bed at night — can be instantly filled, and so it almost always is. 10
- 3** This matters, because boredom is often where creativity begins. When the mind is given nothing external to chew on, it turns inward and starts to wander, making unexpected connections between half-forgotten ideas. Many writers and inventors have credited their best ideas not to moments of focus but to dull walks, long baths and tedious train journeys. A bored mind, it seems, is not an empty one; it is a workshop that has finally been left alone. 15
- 4** Boredom also does quieter, deeper work. The blank moments we are so keen to fill are precisely when the mind sorts through experience, rehearses worries, and slowly arrives at a sense of who we are and what we want. Psychologists note that children who are never bored — whose every spare second is scheduled or screened — are often less able to play imaginatively or to entertain themselves. To rob a mind of stillness, it turns out, is to rob it of the rest in which it grows. 20
- 5** Why, then, is boredom vanishing? The simplest answer is the smartphone, which has made distraction effortless and stillness almost unbearable. But the deeper cause is a habit of mind: we have come to believe that every moment must be productive or entertaining, and we have grown frightened of our own company. Faced with a few unstructured minutes, we feel not peace but a low panic, and we reach, almost without deciding to, for something — anything — to make the feeling stop. 25
- 6** Reclaiming boredom does not mean abandoning our devices or romanticising idleness. It means, now and then, choosing to leave the empty minute empty: to stand in the queue without scrolling, to walk without headphones, to let the mind grow quiet enough to surprise us. The aim is not to be bored more often, but to be less afraid of it — and, in that small act of patience, to make a little space for the thoughts that only silence allows. 30



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G3 English

Paper 2 — Comprehension

Question Paper

GOLD TIER

Answer all questions. The Insert contains the four texts. Mirrors the SEAB G3 (K300) 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. The website promises to ‘turn nerves into nerve’. Explain what this play on words is suggesting. [1]

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.....

2 Tick (✓) the box that best describes the main purpose of Text 1. [1]

- to set out the rules of club membership
- to persuade students to join the club
- to report on a recent debate
- to warn students about public speaking

3 Identify one feature of the language of Text 1 that makes it more persuasive and informal than Text 2, and explain its effect. [1]

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.....

4 For each statement below, write Text 1, Text 2, Both or Neither. [2]

- (a) It sets out how often members must attend.
- (b) It appeals directly to the reader's emotions.

[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 about coming to the house, and how do we know? Give **one** detail. [2]

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6 In Paragraph 1, the writer says ‘the years folded in on themselves and I was eight again’. Explain what this suggests about the effect the house had on him. [2]

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7 In Paragraph 2, the armchair ‘held only the shape of him and not the man’. What does this phrase suggest? [1]

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8 In Paragraph 3, the writer says ‘every drawer was a small ambush’. Explain why he describes the drawers in this way. [2]

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9 From Paragraph 4, pick **two** things the writer found in the tin. Tick (✓) two boxes. [2]

- wax-crayon drawings
- a chess set
- a forgotten postcard
- a magnifying glass
- old photographs

10 The flow chart below shows how the writer's feelings change through the text. Complete it by choosing one word from the box for each stage. [3]

reluctance ◆ anger ◆ tenderness ◆ acceptance ◆ fear ◆ envy

Before he enters the house (Paragraph 1)

↓

As he handles his grandfather's belongings (Paragraph 3)

↓

As he drives home at the end (Paragraph 6)

↓

[Turn over

11 In Paragraph 4, why is it significant that the grandfather had ‘numbered them, in pencil, in the order they arrived’? Suggest **two** things this tells us about him. [2]

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12 In Paragraph 5, the writer feels ‘a strange, warm shame’. Using your own words, explain why he feels ashamed. [2]

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13 In Paragraph 6, the writer drives home ‘with the radio off’. What does this small detail suggest about his state of mind? [2]

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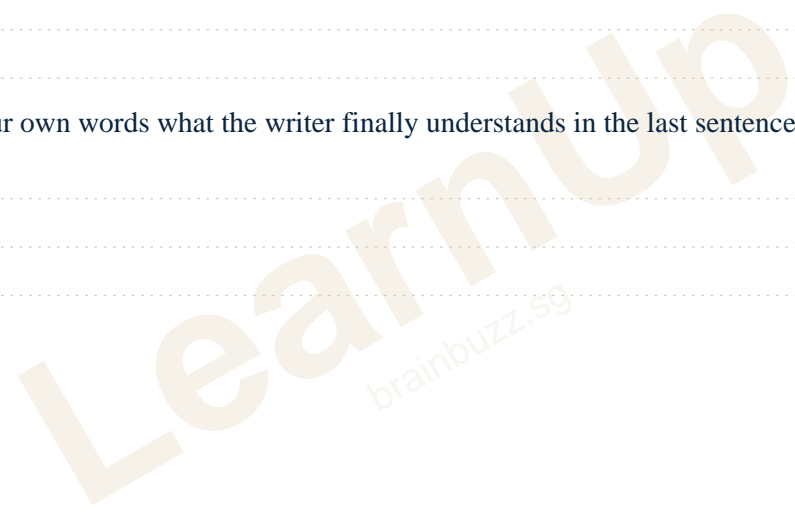
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14 Explain in your own words what the writer finally understands in the last sentence of the text. [2]

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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 **G**

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Paragraph 6

- A What boredom really is
- B How boredom feeds creativity
- C How boredom helps the mind grow
- D Why boredom is disappearing
- E Learning to allow boredom again
- F The dangers of overwork
- G Rethinking a feeling we dislike

16 In Paragraph 3, the writer calls a bored mind ‘a workshop that has finally been left alone’. Explain what this image suggests about boredom. [2]

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17 In Paragraph 4, the writer says that to rob a mind of stillness ‘is to rob it of the rest in which it grows’. Using your own words, explain what he means. [2]

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.....

18 In Paragraph 5, the writer says we have ‘grown frightened of our own company’. What does this suggest about the real reason boredom is disappearing? [1]

.....

.....

19 Using your own words as far as possible, summarise the **benefits** of boredom and the **reasons** it is disappearing from modern life. [15]

Use only the material from paragraphs 3 to 5 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).

Boredom can be valuable because ...

[Turn over

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No. of Words: _____

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