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# G2 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 Crestwood Science Festival below and use the information to answer the question on the Question Paper.

### Crestwood Science Festival — Student Helpers

Dear Students, the Crestwood Science Festival returns next month, and we are looking for capable volunteers aged 13 to 16 to help it run smoothly. Read about the three roles below, decide which best matches your strengths, then apply by email. You may take on **one** role only.



#### Demo Presenter

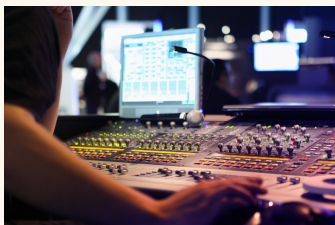
Run hands-on science demonstrations and explain them to curious visitors of all ages.

- Confident speaking to small groups
- Full training and scripts provided
- Two-hour shifts across the weekend

#### Exhibition Guide

Lead visitors around the exhibits and answer their questions with enthusiasm.

- Friendly and patient with people
- Learn the stories behind each display
- Choose the shifts that suit you



#### Tech Crew

Help set up and run the sound, lighting and screens for the festival talks.

- Interested in audio-visual equipment
- Work behind the scenes with our team
- Early-morning and evening shifts

*Every helper receives a certificate, a festival hoodie, and a reference for future applications. Spaces are limited and in demand, so explain clearly why you would be an asset. To apply, email the festival coordinator, Ms Rahman.*

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# G2 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 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 revival of the public library. 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.

Not long ago, many people predicted that the internet would make the public library obsolete.

Yet the number of people visiting libraries have actually risen in many countries. 1 .....

These visitors are welcomed by staff which know their local community well. 2 .....

A modern branch may lend tools, host workshops, or providing a quiet place to study. 3 .....

Over the years, libraries have adapted carefully with the changing needs of readers. 4 .....

Today a library offers a enormous range of services that surprises first-time visitors. 5 .....

When a town loses its library, residents soon feels the gap it leaves behind. 6 .....

Quiet, welcoming spaces can effect people's lives in ways that are easy to overlook. 7 .....

Less printed books are borrowed now, but far more are read on screens. 8 .....

A truly good library always knows their regular readers by name. 9 .....

Although it is funded by the public, but it gives back far more than it costs. 10 .....

Perhaps that is why this quiet institution stubbornly refuses to disappear.

## Section B [30 marks]

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

### Question 2

*Look at the notice from Crestwood Science Festival in the Insert, read the information carefully and plan your answer before you begin to write.*

Write an email to Ms Rahman, the festival coordinator, 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 your strengths
- a skill or experience that would make you valuable in that role
- which shifts you would be able to commit to over the festival weekend
- one idea that could make the festival more memorable for visitors

*Write your email in clear, accurate English. Make sure your tone is confident, courteous and persuasive, so that Ms Rahman is convinced you are the right choice. 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 moment when you discovered that something you had always believed was untrue. What changed, and how did it affect you? [Narrative]
- 4 Describe a busy public place at the moment it comes alive. Capture its sights, its sounds and its atmosphere. [Descriptive]
- 5 What are the advantages and disadvantages of a world in which almost everything can be found online? [Discursive]
- 6 ‘We learn far more from the people we disagree with than from those who think exactly as we do.’ 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*

**GOLD TIER**

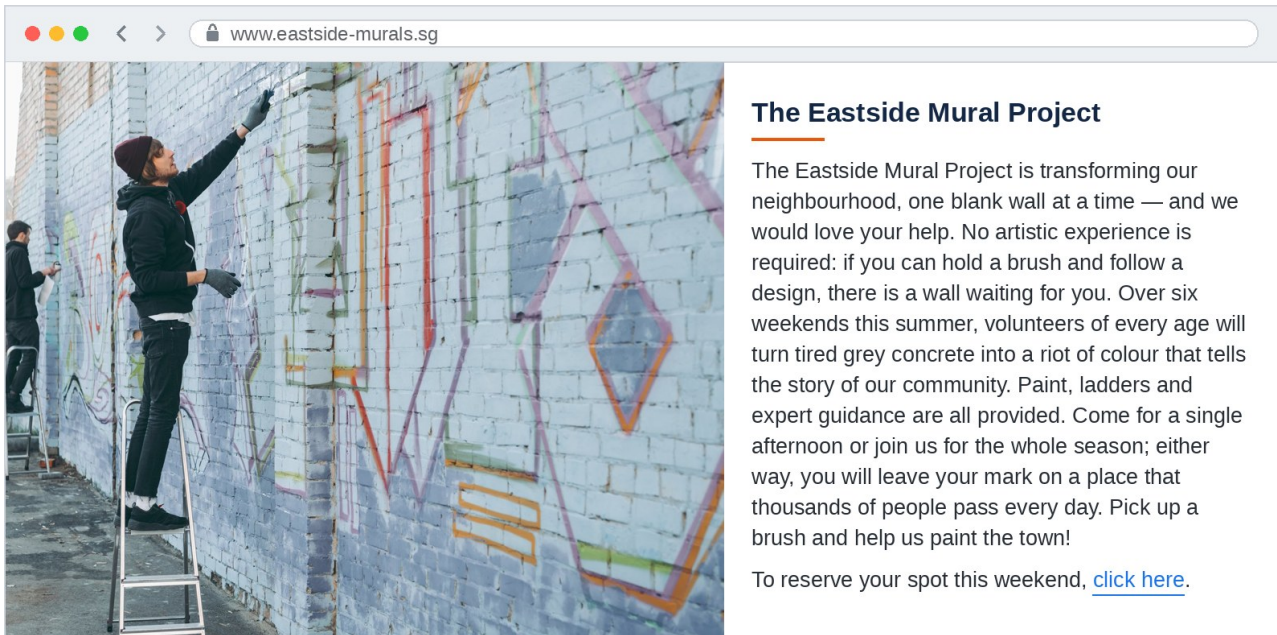
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

**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 community arts project.



The screenshot shows a browser window with the URL [www.eastside-murals.sg](http://www.eastside-murals.sg). The main content area features a photograph of a person in a black hoodie and cap painting a colorful mural on a brick wall. The mural consists of various geometric shapes like triangles and diamonds in shades of orange, purple, and green. To the right of the image is a text block with the heading **The Eastside Mural Project**. The text describes the project as a community art initiative where volunteers paint murals on grey concrete walls. It mentions that no artistic experience is required and that the project runs over six weekends. A link is provided to reserve a spot for the weekend.

**The Eastside Mural Project**

The Eastside Mural Project is transforming our neighbourhood, one blank wall at a time — and we would love your help. No artistic experience is required: if you can hold a brush and follow a design, there is a wall waiting for you. Over six weekends this summer, volunteers of every age will turn tired grey concrete into a riot of colour that tells the story of our community. Paint, ladders and expert guidance are all provided. Come for a single afternoon or join us for the whole season; either way, you will leave your mark on a place that thousands of people pass every day. Pick up a brush and help us paint the town!

To reserve your spot this weekend, [click here](#).

Text 2 is taken from an information leaflet.

Public art does far more than decorate a city. A well-placed mural or sculpture can give a neighbourhood a sense of identity, turning an anonymous street into a place that residents recognise and feel proud of. Studies suggest that areas rich in public art report less vandalism and a stronger sense of community, perhaps because people are reluctant to damage what they have helped to create. At its best, public art belongs to everyone, and quietly reminds a city of the people who live in it.

**Section B****Text 3**

*In the text below, the writer recalls the last summer he spent at his grandmother's house. Read the text carefully and answer Questions 5–14.*

- 1 The house had always smelled of old paper and lemon polish, and that summer was no different — yet something in the air had changed. My grandmother moved a little more slowly now, and there were boxes stacked in the hallway that nobody mentioned. I was twelve, old enough to sense that this visit was not quite like the others, though no one had said so aloud.
- 2 Every morning she would sit by the window with her tea, watching the garden she could no longer tend,<sup>5</sup> and tell me stories I had heard a hundred times before. I used to find them tiresome. That summer, for reasons I did not understand at the time, I listened to every word, as though I were trying to commit them to memory before they slipped away.
- 3 In the afternoons we walked among the fruit trees she had planted as a young bride. She knew each one by name and history — this plum tree for the year my mother was born, that fig for a friend long gone. The<sup>0</sup> branches hung heavy and unpicked. “Fruit is meant to be shared,” she said, “or it simply falls and is wasted.” I did not realise she was talking about more than fruit.
- 4 One evening I overheard my parents talking in low voices in the kitchen, the way adults do when they think children are asleep. I caught only fragments — “the right time”, “a smaller place”, “closer to us” — but they were enough. The house, I understood, was to be sold. My grandmother was coming to live with us,<sup>5</sup> and this summer was the last the old place would ever know.
- 5 I said nothing. I am still not sure why. Perhaps I was afraid that speaking the words aloud would make them true. Instead I spent my last days there memorising everything: the creak of the third stair, the way the light pooled gold on the landing at six o'clock, the cool weight of the brass door handles worn smooth by a hundred years of hands. 20
- 6 On our final evening, my grandmother found me sitting on the back step, staring at the darkening garden. She did not ask what was wrong. She simply sat beside me, her hand light as a leaf on my shoulder, and said, “A house is only walls. The home, you carry with you.” I wanted to believe her. I was not sure that I did.
- 7 We left early the next morning, before the heat. As the car pulled away, I twisted round in my seat to watch the house shrink behind us, its windows catching the sun like eyes that would not blink. My grandmother did not look back at all. She faced forward, calm and upright, as though she had already done her grieving in private, long before.
- 8 It was years before I understood what she had given me that summer. The house is gone now, replaced by something newer and louder, yet I can still walk through every room of it with my eyes closed. She was<sup>30</sup> right, in the end. Some places we lose; others we simply learn to carry. And the stories she pressed into me that last summer have outlasted the walls that once held them.

## Section C

### Text 4

*The article below considers the value of being bored. Read it carefully and answer Questions 15–19.*

- 1 Think back to the last time you were truly, deeply bored — with nothing to watch, nothing to read, and no screen to reach for. For most of us, that memory is surprisingly hard to find. Boredom, once an ordinary feature of childhood afternoons and long journeys, has quietly vanished from modern life. Yet a growing number of scientists argue that, in losing our boredom, we may have lost something genuinely valuable.
- 2 The reason is not hard to find. The smartphone in our pocket has made it possible to banish the smallest dull moment in an instant. A queue, a bus ride, a quiet evening — each is now an invitation to scroll, swipe and watch. We have grown so used to filling every empty second that the very idea of doing nothing can feel uncomfortable, and for some people even a little frightening.
- 3 And yet empty time is precisely when the mind does some of its best work. When we are not focused on a particular task, the brain slips into what researchers call its ‘default mode’, wandering freely across 10 memories, ideas and half-formed plans. This is the state in which unexpected connections are made and new ideas quietly take shape. Many writers and inventors have said that their finest thoughts arrived not at their desks, but in the shower or on a slow, aimless walk.
- 4 When that empty time disappears, so does the daydreaming that depends on it. A mind that is never allowed to rest grows restless and easily distracted, hungry for the next small burst of novelty. Researchers warn that people who can no longer tolerate a moment of stillness may also find it harder to concentrate deeply, to reflect honestly, or to sit with a difficult problem long enough for it to yield.
- 5 Reclaiming boredom, happily, costs nothing at all. It may be as simple as leaving the phone in another room, walking somewhere without headphones, or staring out of a window on a long journey instead of reaching for a screen. The first few minutes may feel strange, even unbearable. But if we can resist the urge to fill them, the mind soon begins to wander — and to work — once more.
- 6 Schools and workplaces have a part to play as well. A timetable crammed with activity, with never a gap left for thought, leaves no room for the slow ideas that boredom feeds. Some forward-thinking schools now protect short periods of unstructured time, and a handful of companies encourage ‘thinking walks’ away from the desk. If we can learn to treasure these quiet pauses rather than fear them, the empty hour may once again become the most productive of all.

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# G2 English

## Paper 2 — Comprehension

*Question Paper*

**GOLD 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 project described on the webpage does the photograph show? [1]

.....

.....

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

- to persuade readers to join the Eastside Mural Project
- to explain the benefits that public art brings to a community
- to warn readers about the problem of vandalism
- to advertise a brand of outdoor paint

3 Compare Text 1 and Text 2. Explain **one** way the tone of Text 1 differs from the tone of Text 2. [1]

.....

.....

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 gives reasons why public art is valuable. Text 1 / Text 2 / Both / Neither
- (b) The text invites the reader to take part in a project. 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, give **two** details that made the writer feel this visit ‘was not quite like the others’. [2]

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6 In Paragraph 2, the writer says he listened ‘as though I were trying to commit them to memory before they slipped away’. What does this suggest about how his feelings had changed? [2]

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7 In Paragraph 3, the grandmother says, ‘Fruit is meant to be shared, or it simply falls and is wasted.’ The writer adds that she was ‘talking about more than fruit’. What do you think she was really talking about? [2]

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8 In Paragraph 4, how did the writer work out that the house was going to be sold? Give **two** details. [2]

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9 In Paragraph 5, which **two** of the following does the writer deliberately try to remember? Tick (✓) two boxes only. [2]

- the creak of the third stair
- the names of the fruit trees
- the gold light on the landing at six o’clock
- the stories his grandmother told
- the smell of lemon polish

10 In Paragraph 6, the grandmother says, ‘A house is only walls. The home, you carry with you.’ Using your own words, explain what she means. [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 house appeared as they drove away: .....

How the grandmother behaved as they left: .....

[Turn over

**12** In Paragraph 7, why do you think the grandmother ‘did not look back at all’? Suggest **one** reason. [1]

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**13** In Paragraph 8, the writer says, ‘Some places we lose; others we simply learn to carry.’ Explain how this idea connects to what his grandmother told him in Paragraph 6, and what it shows about how the writer has changed. [3]

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**14** What is the writer’s overall feeling as he looks back on that summer? 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 What each of us can do to welcome boredom back
- B How an idle mind sparks creativity
- C Why modern life leaves no room for boredom
- D How schools and workplaces can help
- E The hidden cost of constant stimulation
- F The strange disappearance of being bored
- G How boredom differs from simple laziness

**16** Using your own words, explain **two** reasons given in Paragraph 2 why people today find it hard to be bored. [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, the writer says ‘the empty hour may once again become the most productive of all’. Why might this description seem surprising? [1]

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.....

.....

**19** Using your own words as far as possible, summarise what **individuals** and **schools or workplaces** can do to make room for boredom. [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 room for empty time. Individuals can ...*

[Turn over

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No. of Words: \_\_\_\_\_

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