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G2 English

Paper 1 — Writing

Editing · Situational · Continuous

GOLD — 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 school newspaper. 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.

This term, a group of students started a newspaper called The Greenwood Gazette.

The team of young reporters meet in the library every Thursday after lessons. 1

They write articles about events, clubs and the teachers who inspires them. 2

A good reporter must listen carefully, ask clear questions, and writing down the answers. 3

The editor checks each story careful before it is finally printed. 4

Despite the paper is only one term old, it already has plenty of fans. 5

Students are far more interested on the news now that classmates write it. 6

Lesser rumours spread around school now that there is a paper to trust. 7

Last month, the whole team were thrilled to win their first writing prize. 8

Many readers say the Gazette is more better than they had expected. 9

If the newspaper keeps improving, they will print it twice a month. 10

For now, that small student newspaper is the proudest project in the 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 Ms Lim, the art teacher, to apply for one of the exhibition 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 a good helper
- when you would be available to help during exhibition week
- one idea that could make the exhibition more enjoyable for visitors

Write your email in clear, accurate English. Make sure your tone is polite, confident and persuasive, so that Ms Lim 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 time when a small misunderstanding caused a problem between you and a friend. How was it sorted out? [Narrative]

4 Describe a place in your school that means something special to you. Bring it to life with detail. [Descriptive]

5 What are the good and bad points of being part of a big group of friends? [Discursive]

6 ‘It is always worth trying something new, even if you might fail.’ 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 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 — Art Exhibition Young Helpers

Dear Students, Greenwood Secondary is holding its first Student Art Exhibition next month, and we need keen helpers aged 13 to 16. Read about the three roles below, decide which best matches your strengths, then apply by email. You may take on **one** role only.



Gallery Guide

Welcome visitors and tell them the stories behind the students' artwork.

- Confident speaking to visitors
- Evenings of the exhibition week
- A short briefing on the artworks provided

Set-up Crew

Help hang the paintings and arrange the displays before the exhibition opens.

- Careful and good with your hands
- Two afternoons before opening night
- Tools and guidance provided



Photographer

Take photographs of the artwork and the visitors for the school website.

- Enjoy photography
- Roam the exhibition during opening night
- A school camera provided

Every helper receives a certificate, an exhibition T-shirt, and a mention in the school newsletter. Places are limited, so explain clearly what you would bring to the team. To apply, email the art teacher, Ms Lim.

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G2 English

Paper 2 — Comprehension

Insert · Texts 1–4

GOLD — 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.



The Greenwood Gazette

Have you ever wanted to see your name in print? Join The Greenwood Gazette, our very own student newspaper! Every week, our team of young reporters hunts down the stories that matter to us — from sports results and club news to interviews with teachers and tips for new Secondary 1s. You do not need to be a brilliant writer to join; you just need curiosity and a willingness to learn. We will teach you how to interview people, take photographs, and turn a jumble of notes into a story that readers cannot put down. Come along to our first meeting this Thursday, and help us tell Greenwood's story in your own words!

To read our latest issue, [click here](#).

Text 2 is taken from an information leaflet.

A student newspaper is far more than a few pages of news. It gives young people a voice, letting them share their ideas and ask the questions that matter to them. Writing for a newspaper teaches skills that last a lifetime — how to find the truth, listen to different views, and explain things clearly and fairly. Just as importantly, a school paper records the small moments that make a school year special, so that they are not forgotten. Every school, however small, is richer for having one.

Section B**Text 3**

In the text below, the writer recalls a misunderstanding that nearly ended a friendship. Read the text carefully and answer Questions 5–14.

- 1 For three whole days, my best friend Daniel had barely spoken to me. We had been close since primary school, the kind of friends who finished each other’s sentences. So when he began giving me one-word answers and turning away in the corridor, I felt as though the ground had shifted beneath my feet.
- 2 At first I told myself I was imagining it. But the silence only grew. He chose a different seat in class, ate his lunch with other people, and looked straight through me whenever I waved. My mind raced through a 5 hundred possible reasons, each one worse than the last, and not one of them made any sense.
- 3 On the third day, I saw him laughing with Marcus, a boy from the other class, and something in me twisted. Perhaps Daniel had simply found a better friend, I thought bitterly. Perhaps I had done something wrong without even knowing it. The not-knowing, I decided, was the hardest part of all.
- 4 So I did what hurt people often do: I pulled away too. If he could ignore me, then I could ignore him. I 10 lifted my chin and pretended not to care, even though, inside, I cared far more than I could ever say. For two more days we circled each other like strangers, both of us too proud to speak first.
- 5 It was Aishah, of all people, who finally told me the truth. “You do know why Daniel’s upset, don’t you?” she said. “He heard that you told everyone his dad had lost his job. He thinks you broke his trust.” I stared at her, stunned. I had never said any such thing — I had not even known about his father. 15
- 6 My heart pounding, I found Daniel by the lockers after school. “I never told anyone anything,” I blurted out. “I didn’t even know about your dad. Whoever said I did was lying.” For a long moment he just looked at me. Then his shoulders dropped, and the cold mask slipped from his face.
- 7 It turned out that Marcus had started the rumour, twisting something he had half-heard. Daniel had believed it because he was already worried and unhappy about his father. Once we had talked it through, the 20 misunderstanding melted away in minutes — though it had already cost us nearly a week of friendship.
- 8 We are closer now than ever, but I have not forgotten that miserable week. I learned that silence and guessing can do far more damage than the truth ever could. Now, when something feels wrong between me and a friend, I no longer stew in silence or jump to the worst conclusion. I simply ask.

Section C

Text 4

The article below is about stepping out of your comfort zone. Read it carefully and answer Questions 15–19.

- 1 We all have a comfort zone — the set of things we already know how to do and feel safe doing. Inside it, life is easy and familiar. There is nothing wrong with feeling comfortable, but if we never step outside that zone, we also stop growing. Some of the most important moments in life happen just beyond the edge of what feels safe.
- 2 First of all, trying something new is how we learn. The first time you give a speech, join a new club, or 5 speak to someone you have never met, you discover skills you did not know you had. Each new challenge stretches you a little, the way a muscle grows stronger only when it is used. What feels frightening today often feels quite ordinary a month later.
- 3 Stepping out of your comfort zone also builds confidence. Every time you face something difficult and come through it, you prove to yourself that you can. This is why a student who once dreaded speaking up may, after a few tries, raise a hand without a second thought. Confidence is not something we are born with; it is something we build, one brave step at a time.
- 4 Staying too comfortable, on the other hand, can quietly hold us back. If we only ever do what is easy, our world slowly shrinks. We miss out on new friends, new hobbies and new chances, simply because we are afraid to try. The longer we avoid something, the larger and the scarier it grows in our minds. 15
- 5 Stepping out need not mean doing something huge. You could try a sport you have never played, sit with someone new at lunch, or put up your hand to answer a question you are not quite sure about. Start small, and let each little success give you the courage for the next. The goal is not to be fearless, but to act in spite of the fear.
- 6 Schools and friends can make stepping out far easier. A class where it is safe to make mistakes encourages everyone to try, and a good friend who cheers you on can turn a frightening leap into an adventure. With a little support and a little courage, every student can discover just how much lies waiting on the other side of their comfort zone.

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G2 English

Paper 2 — Comprehension

Question Paper

GOLD — 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 newspaper team
- to explain why a student newspaper is valuable
- to warn students about printing mistakes
- to advertise a newspaper for sale

3 Compare Text 1 and Text 2. Explain **one** way the tone of Text 1 differs from the tone 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 gives reasons why a student newspaper is worth having. Text 1 / Text 2 / Both / Neither
- (b) The text invites the reader to join a club. 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 Daniel began to change towards him? Support your answer with **one** detail. [2]

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6 In Paragraph 2, identify **two** ways Daniel showed that he was avoiding the writer. [2]

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7 In Paragraph 3, the writer says ‘something in me twisted’ when he saw Daniel laughing with Marcus. What does this suggest about how he felt? [2]

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8 In Paragraph 4, why did the writer ‘pull away too’? Suggest **one** reason. [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]

- the writer found Daniel by the lockers
- Aishah told the writer the truth
- the cold mask slipped from Daniel’s face

10 Look at the table below. For each one, find a word or phrase from Paragraph 6. [2]

What the writer said to Daniel:

How Daniel reacted:

11 In Paragraph 7, give **two** things we learn about how the misunderstanding had started. [2]

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12 In Paragraph 7, why did Daniel believe the rumour about the writer? Give **one** reason. [1]

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[Turn over

13 In Paragraph 4 the writer ‘pulled away’ and stayed silent; by Paragraph 8 he says he will ‘simply ask’. Explain how the writer has changed, and what he has learned. [3]

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14 What is the most important lesson the writer takes from this experience? 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 Small ways to step out of your comfort zone
- B How stepping out builds confidence
- C How new challenges help you grow
- D How schools and friends can help
- E Why staying too comfortable holds you back
- F Why leaving your comfort zone matters
- G How to plan a daily routine

16 From Paragraph 2, give **two** ways that trying something new helps you. [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 what ‘lies waiting on the other side of their comfort zone’? [1]

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19 Using your own words as far as possible, summarise what **students** and **schools or friends** can do to help someone step out of their comfort zone. [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 step out of your comfort zone. Students can ...

[Turn over

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No. of Words: _____

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