

# LearnUp

*Uplift. Upskill. Upgrade.*

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## G3 English • Sec 2

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 solar power. 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.

Solar power turns sunlight into electricity using panels made of special materials.

On a sunny roof, these panels produces clean, renewable energy all day. 1 .....

Many homeowners now rely in the sun to lower their electricity bills. 2 .....

Unlike coal or oil, sunlight will never run out. 3 .....

Building a large solar farm is a expensive project at first. 4 .....

Over the past decade, the cost of these panels have fallen sharply. 5 .....

As a result, solar power is now spreading rapid across the world. 6 .....

Some sunny countries already produce much of their power this way. 7 .....

Sunlight is completely free, but more and more people are choosing to use it. 8 .....

Engineers are working hard to making the panels even cheaper to install. 9 .....

In time, the sun could meet a huge share of all our energy need. 10 .....

Few resources are as clean, as quiet, or as endless as the sun.

## 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 believe one of the three ideas deserves the gift. Write an email to the Principal, Mrs Ng, recommending the idea you have chosen.

You must include the following points in your email:

- which idea you have chosen and why it matters most to students
- how students across the school would use and benefit from it
- what lasting difference it would make to school life

*Write your email in clear, accurate English. Your tone should be polite and persuasive, in order to convince the Principal that your choice is the best one. 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 place that completely changes at a particular time of day or year. Capture how it looks and sounds, and explain why the change strikes you. [Descriptive]
- 4 ‘I had only seconds to decide.’ Write about a time when you had to make a quick decision. [Narrative]
- 5 ‘Doing well in school matters more than being popular.’ How far do you agree? [Argumentative]
- 6 Some people prefer to work as part of a team; others prefer to work alone. Which do you prefer, and why? [Discursive]

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

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## G3 English • Sec 2

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 — How Should We Use the Gift?

A former student has donated a sum of money to improve the school, and students may help decide how it is spent. Three ideas are shown on the school webpage below. Read about each one, decide which would do the most good, then write to the Principal to recommend it.



#### A Quiet Study Lounge

A calm, comfortable room for reading and revision.

- Soft seating and good lighting
- Open before and after school
- A quiet place to focus and study

#### A School Green Space

A garden where classes can grow plants and relax.

- Vegetable beds and seating
- Used by science and art classes
- Brings nature into the school



#### A Music & Recording Room

A space to make, record and share music.

- Instruments and recording gear
- Open to all music students
- A home for the school band and choir

To recommend an idea, email the Principal, Mrs Ng, by 30 May. Tell her which idea the school should choose and why.

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## G3 English • Sec 2

Paper 2 — Comprehension

*Insert • Texts 1–4*

**GOLD TIER**

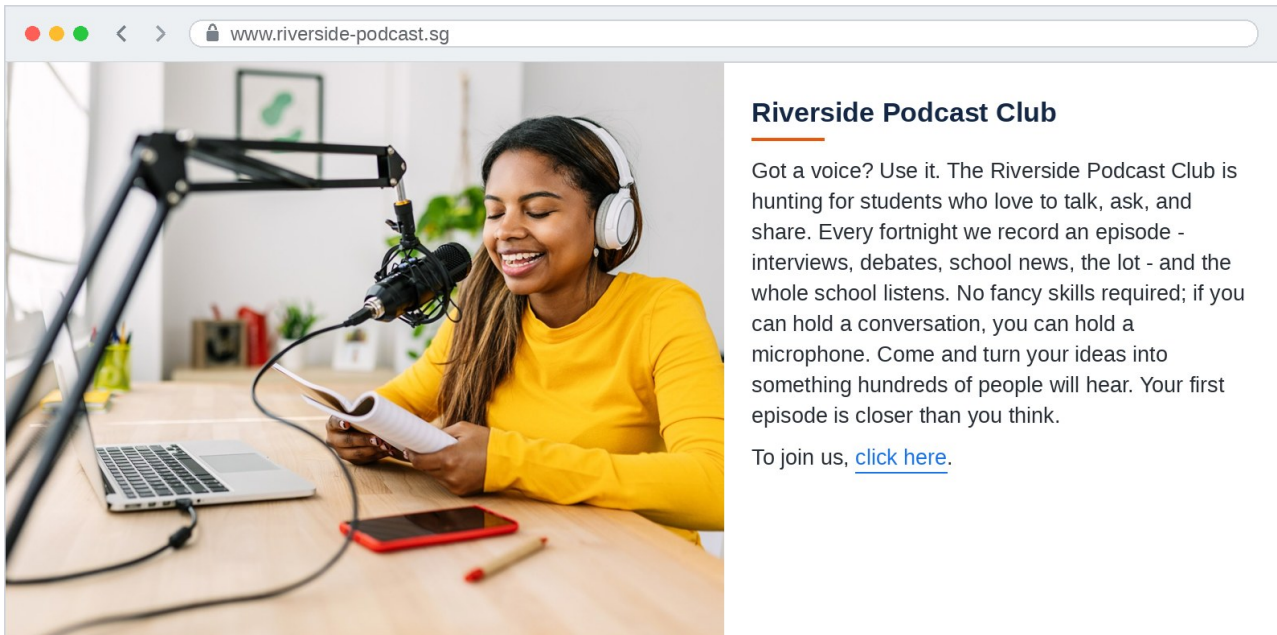
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

**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 school podcast club.



**Riverside Podcast Club**

Got a voice? Use it. The Riverside Podcast Club is hunting for students who love to talk, ask, and share. Every fortnight we record an episode - interviews, debates, school news, the lot - and the whole school listens. No fancy skills required; if you can hold a conversation, you can hold a microphone. Come and turn your ideas into something hundreds of people will hear. Your first episode is closer than you think.

To join us, [click here](#).

Text 2 is taken from a school notice.

Members of the Podcast Club meet on alternate Fridays in the media room. Each episode must be approved by the teacher adviser before it is published, and members may not record other students without their permission. Equipment must be booked in advance and returned by the end of the session. New members should submit the sign-up form to the General Office by the end of the second week of term.

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

*In the text below, the writer recalls an afternoon at the swimming pool. Read it carefully and answer Questions 5–14.*

- 1** It was the last hot afternoon of the holidays, and the public pool was packed. I had claimed a patch of warm tiles near the deep end, half asleep behind my sunglasses, listening to the splashing and the shrieks of younger children and the steady hum of the crowd. I had no responsibilities at all that day, no plans beyond doing absolutely nothing for hours, and I remember thinking, lazily, behind the dark of my sunglasses, that this was surely the most perfect kind of boredom there could ever be. 5
- 2** Near me, a small boy of perhaps five was playing at the very edge of the deep end, just beyond the rope. His mother sat a little way off, scrolling on her phone, glancing up every so often. The boy was throwing a bright orange ball and catching it, edging closer to the water each time, lost in his game. Nobody else seemed to be watching him at all.
- 3** It happened in an instant. The ball bounced once and dropped into the pool; the boy reached for it, 10 overbalanced, and slipped silently under the surface. There was no splash, no scream - just a small, sudden swirl where he had been. His mother was still looking at her phone. The lifeguard, twenty metres away, was turned toward the shallow end. For one frozen heartbeat, I was the only person in the world who had seen.
- 4** I have replayed that single second a hundred times since. There was no time to think, only to choose: shout, or move. My body decided before my mind could. I was on my feet and shouting ‘LIFEGUARD!’ at the top of my lungs even as I ran, pointing at the spot, and then I was at the edge, flat on my stomach, reaching down into the cold water towards the pale shape just below.
- 5** My fingers closed around a thin arm. I pulled, and the boy came up coughing and wailing - the most wonderful sound I have ever heard - just as the lifeguard arrived and lifted him clear. His mother reached us a second later, her phone forgotten, her face white as paper, and gathered her sobbing, soaking child into her arms while she thanked me again and again in a voice that would not stay steady.
- 6** I sat back on the wet tiles, my heart hammering, suddenly cold despite the sun. I had not done anything clever or heroic; I had simply happened to be looking, and had moved before fear could stop me. But as the afternoon settled back into its ordinary splashing and laughter, I understood something that has stayed with me since: that the most important moments often arrive without warning, and ask us to decide who we are before we have any time to prepare.

## Section C

### Text 4

*The article below examines the hidden cost of 'fast fashion' — cheap, throwaway clothing. Read it carefully and answer Questions 15–19.*

- 1 Walk into almost any shopping centre and you will find clothes that cost less than a meal. New styles appear in the shops every few weeks, and a shirt worn once for a photograph can be thrown away without a second thought. This is the world of 'fast fashion' - and while the price are tiny, the true cost of these cheap clothes is enormous, and most of it is hidden from the people who buy them.
- 2 Fast fashion is a way of making clothes quickly, cheaply, and in vast quantities, so that shops can follow every passing trend. Instead of two or three collections a year, some chains release new designs almost weekly. The clothes are deliberately cheap, and they are not built to last; many fall apart after a few washes, which is precisely the point, since a worn-out shirt is a sold-again shirt.
- 3 The cost to the planet is staggering. Growing the cotton for a single T-shirt can swallow more than two thousand litres of water, and the dyes used to colour our clothes pour into rivers, poisoning them a vivid blue or red. Worst of all is the sheer waste: most discarded clothing is neither reused nor recycled but simply burned or buried in the ground, and, astonishingly, a full rubbish truck's worth of textiles is thrown away somewhere in the world every single second of every single day.
- 4 There is a human cost too. The clothes are cheap partly because the people who sew them are paid so little. In many factories, workers - often young women - labour long hours for tiny wages in cramped, unsafe buildings. The bargain we enjoy at the checkout is paid for, in part, by someone we will never meet, in a country we may never visit.
- 5 Why, knowing all this, do we keep buying? The honest answer is that fast fashion is designed to be irresistible: it is cheap enough to buy on a whim, and new enough to make last month's clothes feel tired. Advertising and social media feed a constant hunger for the next look, and few of us pause, in the bright and busy shop, to ask where a two-dollar shirt could possibly have come from.
- 6 None of this means we must dress in rags. The answer is not to buy nothing, but to buy better and less often: choosing clothes that last, wearing them longer, repairing rather than replacing, and passing them on instead of throwing them away. A wardrobe, much like the planet itself, is far healthier when we stop treating it as something cheap and endlessly disposable, and start valuing what we already own.

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# G3 English • Sec 2

## 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 webpage says, ‘if you can hold a conversation, you can hold a microphone.’ What is this sentence trying to tell would-be members? [1]

.....

.....

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

- to set out the rules for members
- to persuade students to join the club
- to report on a recent episode
- to warn students about recording others

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

.....

.....

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

- (a) It says episodes must be approved before publishing. ....
- (b) It speaks directly to the reader to interest them. ....

[Turn over

**Section B [20 marks]**

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

5 In Paragraph 1, how was the writer feeling at the start of the afternoon, and how do we know? Give **one** detail. [2]

.....  
.....  
.....

6 In Paragraph 2, the writer says ‘Nobody else seemed to be watching him at all.’ Why is this detail important to the rest of the story? [2]

.....  
.....  
.....

7 In Paragraph 3, the writer says the boy ‘slipped silently under the surface’ with ‘no splash, no scream’. Why does the writer emphasise how quiet it was? [1]

.....  
.....  
.....

8 In Paragraph 3, the writer says she was ‘the only person in the world who had seen’. Why was this the case? Give **two** details. [2]

.....  
.....  
.....

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

- she shouted for the lifeguard
- she jumped fully into the deep end
- she lay flat and reached into the water
- she called the boy's mother on the phone
- she froze and did nothing

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

relaxed ◆ alarmed ◆ relieved ◆ bored ◆ jealous ◆ angry

Lying by the pool at the start (Paragraph 1)

↓ .....

Seeing the boy slip under (Paragraph 3)

↓ .....

After the boy is safely lifted out (Paragraph 5)

↓ .....

[Turn over

**11** In Paragraph 4, the writer says ‘My body decided before my mind could.’ What does this suggest about how she reacted? [2]

.....

.....

.....

**12** In Paragraph 5, the writer calls the boy's coughing ‘the most wonderful sound I have ever heard’. Explain why she felt this way about such an ordinary sound. [2]

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.....

.....

**13** In Paragraph 6, the writer says she had not done ‘anything clever or heroic’. Do you think this is true? Support your answer with the text. [2]

.....

.....

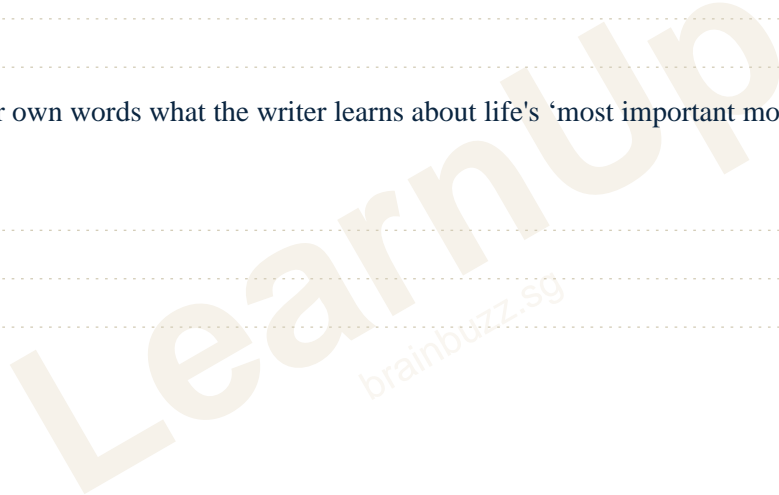
.....

**14** Explain in your own words what the writer learns about life's ‘most important moments’ at the end of the text. [2]

.....

.....

.....



*[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 fast fashion is
- B The cost to the planet
- C The cost to the people who make the clothes
- D Why we keep buying it
- E How we can do better
- F The history of clothing
- G The hidden price of cheap clothes

**16** In Paragraph 2, the writer says a worn-out shirt is ‘a sold-again shirt’. Using your own words, explain what the writer means. [1]

.....  
.....

**17** In Paragraph 4, the writer says the bargain we enjoy is ‘paid for, in part, by someone we will never meet’. What does the writer mean by this? [2]

.....  
.....  
.....

**18** In the final paragraph, the writer says we should ‘buy better and less often’. Give **two** things the writer suggests we could do. [2]

.....  
.....  
.....

**19** Using your own words as far as possible, summarise the **harm caused by fast fashion** and the **reasons people keep buying it**. [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).*

*Fast fashion is harmful because ...*

[Turn over

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

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