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G3 English • Sec 2

Paper 1 — Writing

Editing • Situational • Continuous

SILVER 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 volcanoes. 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.

Volcanoes are openings in the Earth's crust through which molten rock escapes.

Beneath the surface, hot melted rock collect in vast underground chambers.	1
When the pressure grows too great, the volcano erupts in a explosion of fire.	2
Some eruptions are gentle, while others are violent and destructive.	3
Long ago, one famous eruption bury the entire Roman city of Pompeii.	4
Today, scientists keep a close watch in the most dangerous volcanoes.	5
They can now warn people quick when an eruption seems likely.	6
These early warnings have saved many thousands of lives.	7
Volcanic ash can be very dangerous, but people nearby must stay alert.	8
Many villages have now learned how to preparing for an eruption.	9
A large eruption can change the shape of a whole island in just a few day.	10
For all their danger, volcanoes also create some of the world's richest soil.	

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.

Your class has discussed the three ideas and you would like to recommend one. Write an email to the teacher in charge, Ms Tan, suggesting the event your year group should hold.

You must include the following points in your email:

- which event you have chosen and why it would work well
- how students could get involved to make it a success
- why it would raise money while being enjoyable

Write your email in clear, accurate English. Your tone should be polite and persuasive, in order to convince Ms Tan 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 celebration or special day in your neighbourhood or community. What happens, and why do you enjoy it? [Descriptive]
- 4 ‘I realised, too late, that I had got it all wrong.’ Write about a time when you misunderstood someone or something. [Narrative]
- 5 ‘Schools should spend less time on examinations and more time teaching real-life skills.’ How far do you agree? [Argumentative]
- 6 What are the advantages and disadvantages of living in a large, busy city? [Discursive]

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

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Paper 1 — Writing

Insert • Section B

SILVER 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 — Charity Fundraiser 2027

Your year group will hold **one** event to raise money for charity this year. Three ideas are shown on the school webpage below. Read about each one, decide which would raise the most while being fun, then write to the teacher in charge to recommend it.



Talent Show

Students perform and sell tickets to families and friends.

- An evening of music, dance and comedy
- Tickets sold to families
- Lets many students take part

Food Fair

Class stalls sell home-made snacks and drinks at recess.

- Each class runs a food stall
- Held over two recess periods
- Popular and easy to organise



Sponsored Walk

Students collect pledges for walking a set route together.

- A 5 km walk around the neighbourhood
- Friends and family pledge money
- Healthy and open to everyone

To recommend an event, email the teacher in charge, Ms Tan, by 30 May. Tell her which idea your year group should choose and why.

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G3 English • Sec 2

Paper 2 — Comprehension

Insert • Texts 1–4

SILVER TIER

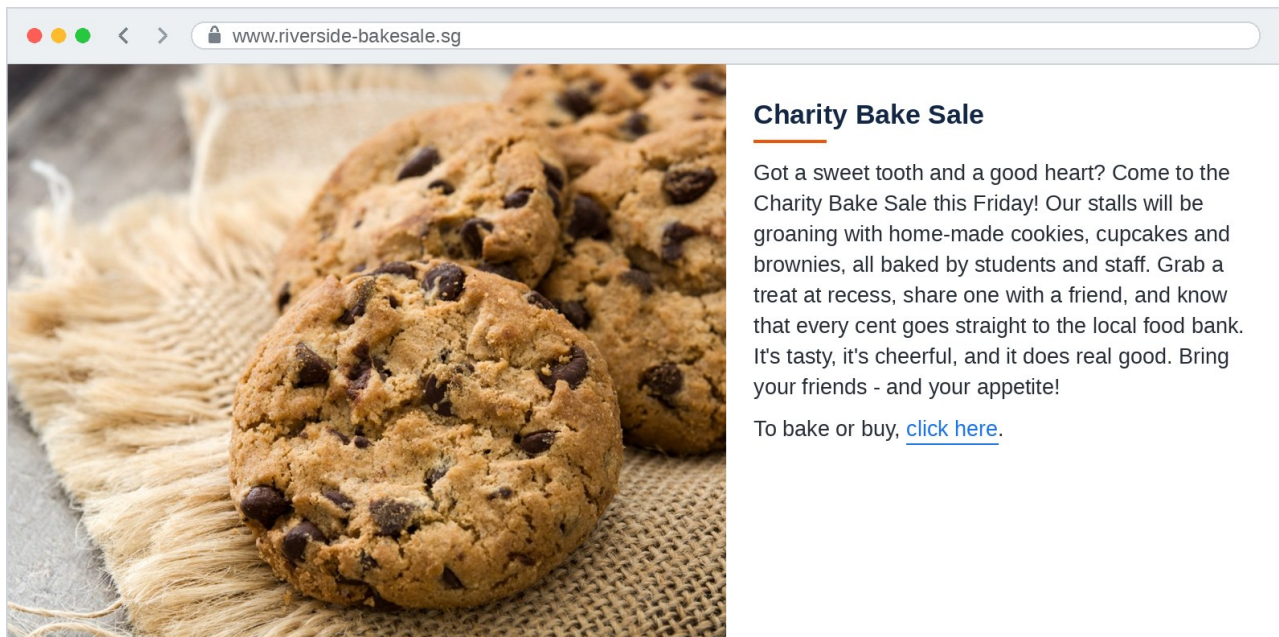
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

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 school webpage.



The screenshot shows a browser window with the URL www.riverside-bakesale.sg. The page features a large image of several chocolate chip cookies on a burlap mat. To the right of the image is a text box with the following content:

Charity Bake Sale

Got a sweet tooth and a good heart? Come to the Charity Bake Sale this Friday! Our stalls will be groaning with home-made cookies, cupcakes and brownies, all baked by students and staff. Grab a treat at recess, share one with a friend, and know that every cent goes straight to the local food bank. It's tasty, it's cheerful, and it does real good. Bring your friends - and your appetite!

To bake or buy, [click here](#).

Text 2 is taken from a school notice.

Students wishing to bake for the Charity Bake Sale must list all ingredients clearly on a label, as some pupils have food allergies. No items containing nuts may be sold. All baked goods should be handed to the teacher in charge by 8 a.m. on the day of the sale. Money collected will be counted by two teachers and donated to the local food bank.

Section B**Text 3**

In the text below, the writer remembers a quarrel with her closest friend. Read it carefully and answer Questions 5–14.

- 1 Mei and I had been inseparable since primary school, so when I saw her that Monday morning, laughing in the canteen with a group of girls I barely knew, something in me went cold. She had not saved me a seat. She had not even looked up. I told myself it did not matter, but all through the lesson that followed I kept replaying the moment, and the more I replayed it, the more it stung.
- 2 By lunchtime I had decided she was avoiding me. When she waved and called my name across the courtyard, I pretended not to hear and walked the other way. It was a small, mean thing to do, and I knew it even as I did it; but a hot, stubborn pride had taken hold of me, and I would not let it go. If she wanted new friends, I thought bitterly, then she could have them.
- 3 For three long days we did not speak. We passed each other in the corridors like strangers, our eyes sliding away at the last moment. I sat with other classmates and laughed loudly at their jokes, hoping she would see how little I cared, though in truth I cared about nothing else. Each evening I waited for a message that did not come, and each morning I told myself, more firmly than the last, that I was the one who had been wronged.
- 4 On the fourth day, a girl named Priya stopped me at the school gate. ‘Mei’s been looking everywhere for you,’ she said, frowning. ‘Did she not tell you? She’s been organising a surprise for your birthday - that’s why she was with us on Monday. We were all in on it. She thinks you’re angry and she has no idea why.’ I stood there, my schoolbag suddenly very heavy on my shoulder.
- 5 All my proud anger drained away in an instant, and a hot wave of shame rushed in to take its place. While I had been sulking and nursing my hurt, Mei had been quietly planning something kind. The seat she had not saved, the group I had not known - there had been a perfectly innocent reason all along, and I had been far too busy feeling sorry for myself to imagine it.
- 6 I found her by the lockers and, before my courage could fail, I told her everything - what I had thought, and how foolish and ashamed I now felt. For a moment she only stared. Then she burst out laughing, and after a startled second I was laughing too, until my eyes watered. I have never forgotten what that quarrel taught me: that it is dangerously easy to build a whole story out of one small moment, and to forget that the people we love deserve the kinder explanation first.

Section C

Text 4

The article below discusses 'light pollution' — the glow of artificial light that fills our night skies. Read it carefully and answer Questions 15–19.

- 1** On a clear night a few hundred years ago, anyone who looked up would have seen a sky ablaze with thousands of stars. Today, most people who live in a city are lucky to see a few dozen. The stars have not gone anywhere; it is we who have hidden them, behind a glowing dome of artificial light that scientists call light pollution - and it is spreading fast.
- 2** Light pollution is simply the brightening of the night sky by human-made light. Street lamps, floodlit cars parks, glowing advertisements and the windows of countless buildings all send light upward into the air, where it scatters and forms a dull orange glow. Much of this light serves no purpose at all; it spills sideways and upward, lighting the clouds instead of the ground it was meant for.
- 3** For wildlife, this endless glow can be deadly. Newly hatched turtles, which follow moonlight to find the sea, crawl instead towards bright hotels and are lost. Millions of migrating birds, confused by floodlit 10 towers, fly off course or collide with the glass. Insects swarm helplessly around lamps until they drop, robbing the birds and bats that feed on them - and quietly weakening the whole web of life.
- 4** People suffer too, though more quietly. Our bodies use the natural darkness of night as a signal to rest, and bright light late in the evening can disturb our sleep and leave us tired and unwell. Beyond our health, there is a deeper loss. A child growing up beneath an orange city sky may never once see the Milky Way - never feel the quiet wonder that a sky full of stars has stirred in human beings for thousands of years.
- 5** Why do we waste so much light? Part of the reason is simple habit: we have come to believe that brighter is always safer and better, and we rarely stop to ask whether a light is truly needed. Much of the problem is poor design - lamps that throw their light in every direction instead of down onto the path, and signs left blazing through the empty hours of the night when nobody is there to read them. 20
- 6** Happily, light pollution is one of the easiest kinds of pollution to cure. Unlike the chemicals in a river, wasted light vanishes the instant it is switched off. Shielding lamps so that they point downward onto the path, using warmer and dimmer bulbs, and simply switching off lights that serve no real purpose would save a great deal of energy, protect wildlife - and, on a clear night, give every one of us our stars back.



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G3 English • Sec 2

Paper 2 — Comprehension

Question Paper

SILVER 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 the stalls will be ‘groaning with’ cakes. What does this phrase suggest about the amount of food? [1]

.....

.....

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

- to list the rules for bakers
- to persuade people to come to the sale
- to warn people about food allergies
- to report on last year's sale

3 Give **one** feature of the language of Text 1 that makes it sound more cheerful than Text 2. [1]

.....

.....

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

- (a) It warns about allergies and nuts.
- (b) It mentions the local food bank.

[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 she saw Mei in the canteen, and why? Give **one** detail. [2]

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

6 In Paragraph 2, the writer pretends not to hear Mei. What does she admit about this action? [2]

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

7 In Paragraph 3, find a phrase that shows the two friends behaved like strangers towards each other. [1]

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

8 In Paragraph 3, the writer ‘laughed loudly’ with other classmates. Why did she really do this? [2]

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

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

- Mei has been looking for the writer
- Mei wants to end the friendship
- Mei was planning a birthday surprise
- Mei has moved to another class
- Mei is angry with Priya

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]

hurt ◆ relieved ◆ ashamed ◆ bored ◆ jealous ◆ proud

Seeing Mei in the canteen (Paragraph 1)

↓

After Priya explains the truth (Paragraphs 4–5)

↓

After she and Mei talk and laugh (Paragraph 6)

↓

11 In Paragraph 5, the writer says her ‘proud anger drained away in an instant’. What does this tell us about how quickly her feelings changed? [2]

[Turn over

.....

.....

.....

12 Look at the table below. For each thing described, find a word or phrase from the text that matches it.

[2]

How the writer felt once she learned the truth (Paragraph 5):

What the writer says she had no idea about earlier — Mei's plan (Paragraph 5):

.....

13 In Paragraph 6, why do you think the writer told Mei ‘everything’ before her ‘courage could fail’? [2]

.....

.....

.....

14 Explain in your own words the lesson the writer learns from the quarrel. [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 light pollution is

B How it harms wildlife

C How it affects people

D Why we waste so much light

E How the problem can be cured

F How electricity is generated

G The night sky we have lost

16 In Paragraph 1, the writer says the stars ‘have not gone anywhere; it is we who have hidden them’. Using your own words, explain what the writer means. [1]

.....

17 Using your own words, explain **two** reasons given in Paragraph 5 why so much light is wasted. [2]

.....

18 In the final paragraph, the writer says wasted light ‘vanishes the instant it is switched off’. What point is the writer making about light pollution by saying this? [2]

.....

19 Using your own words as far as possible, summarise the **harm caused by light pollution** and the **reasons so much light is wasted**. [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).

Light pollution is harmful because ...

[Turn over

.....

.....

.....

.....

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.....

.....

No. of Words: _____

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