Grade 10: A Screen-Free Hour

Paper 1 - Separate answers

Free original EWS skills practice | Grade 10 | 20 practice marks

Independent English language skills practice. Confirm the exact Pearson qualification and paper code before using an exam-specific mock.

Answers, explanations and marking guidance

පිළිතුරු සහ ලකුණු දීමේ උපදෙස් වෙනම දක්වා ඇත. අර්ථය නිවැරදි සමාන පිළිතුරු ද පිළිගන්න.

Accept equivalent correct answers. For personal responses, the learner must use truthful details. These short-paper marks are for practice and are not official exam scores.

A. Read and understand - 5 marks

1. Left them in their own bags. [1 mark]

Use the information in the passage.

2. Board games, drawing or conversation. [1 mark]

Use the information in the passage.

3. People could step outside to check phones when necessary. [1 mark]

Use the information in the passage.

4. The passage explicitly says it did not. [1 mark]

Use the information in the passage.

5. The positive result is preliminary and needs more evidence. [1 mark]

Use the information in the passage.

B. Language practice - 5 marks

1. We checked the claim because we needed evidence. [1 mark]

Because introduces the reason.

2. but [1 mark]

But signals contrast.

3. The students were ready. [1 mark]

A plural subject takes were.

4. She said that she needed time. [1 mark]

A conventional past reporting context backshifts need to needed; an appropriate unchanged tense can be accepted if the need remains current.

5. The poster was designed by the pupils. [1 mark]

Past simple passive uses was/were + past participle.

C. Write for a purpose - 10 marks

1. Model response:
An Hour to Reconnect
Would a screen-free hour help young people at our youth centre? The idea deserves a fair trial because phones can interrupt conversations, even when nobody intends to be rude. During a screen-free session, participants could choose activities such as drawing, board games or group discussion. Putting phones away may help people listen carefully and notice those around them. It could also introduce members to activities they would not usually try.
However, a useful plan must consider practical concerns. Some participants may need to receive an urgent message from home. Others may use a phone for an accessibility need. A strict rule with no exceptions could exclude the very people the centre wants to welcome.
I suggest an optional one-hour session with clear arrangements. Members could keep their phones in their own bags and step outside when necessary. Staff should offer several activities and ask for feedback after a month. They should record participation without claiming that the session solves every problem linked to technology.
A successful screen-free hour would be a chance to connect with other people. Its value should come from enjoyable activities and thoughtful listening, supported by reasonable rules. [10 marks]

Award 4 for relevant task content, 3 for clear organisation and 3 for suitable vocabulary, grammar and punctuation. Accept equivalent correct responses.

Extra practice: analyse a persuasive voice

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. The contrast presents a modest physical resource as offering many imaginative experiences. Journeys is metaphorical, encouraging readers to associate books with discovery rather than only schoolwork. Explain the effect rather than merely naming contrast.

2. Yours and tell us address pupils personally; help us build gives them an active role in shaping the collection. Their experience is treated as valuable rather than passive consumption.

3. Classroom visits and a request list explain how the promise will work. Specific procedures add credibility and make participation seem possible.

4. Aim: stories reflecting pupils' lives and books in several languages. Unanswered question: which languages, how requests are selected, when the box visits a particular class, or a similarly relevant detail.

Extra practice: a formal proposal

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. Dear Head Teacher, I am writing to propose a mobile book box that would bring a wider choice of reading to classrooms. Accept an appropriate formal opening with a clear purpose.

2. A mobile collection could be difficult to track. A simple borrowing list and one pupil monitor in each class would help us record where the books are. Accept a relevant alternative.

3. Model: Dear Head Teacher,
I am writing to propose a mobile book box that would bring a wider choice of reading to our classrooms. Some pupils rarely visit the library, so taking a small collection to them could make choosing a book easier.
The box could visit two classrooms each day according to a weekly rota. Each class would appoint a pupil monitor to record borrowed books, and the library team could refresh the collection every fortnight. A request list would help us discover which stories pupils want. Books in more than one language could also encourage families to take part.
One difficulty would be keeping track of books as the box moves. A numbered list inside the lid and a simple borrowing sheet would help. We could ask pupils to report damage promptly so that problems are recorded fairly.
I suggest a four-week trial using books already available in the library. We could count loans and collect short comments without promising that borrowing alone proves better reading. Please consider allowing this trial and a review meeting before we expand the project.
Thank you for considering the proposal.
Yours faithfully,
Anu Perera
Feedback: assess appropriate letter form and tone, developed details, realistic solutions, cohesion and language. This is one possible response, not an official marking scheme.