Grade 11: A Claim Worth Checking

Paper 1 - Separate answers

Free original EWS skills practice | Grade 11 | 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

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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. To double every pupil's marks. [1 mark]

Use the information in the passage.

2. The reminders. [1 mark]

Use the information in the passage.

3. The exercises were too easy. [1 mark]

Use the information in the passage.

4. A comparison of similar learners using and not using the app. [1 mark]

Use the information in the passage.

5. The promise lacked reliable evidence and could influence families' spending. [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:
Dear Editor,
I am writing about advertisements for educational products. Families often want to help learners improve, but a confident promise should not replace reliable information.
One persuasive technique is to use a precise and impressive result, such as a claim that an app will double every pupil's marks. The word every makes the promise sound universal. It ignores differences in learners' starting points, effort and teaching support. Positive comments from selected users may attract attention, but they do not show what will happen to all learners.
My concern is that families could spend money because they expect a guaranteed result. An app may contain useful reminders and exercises while still being unable to support the advertised claim. These two questions should be judged separately.
A fair evaluation should begin with a sample that families can inspect. Learners should check whether the activities match their level and whether the explanations are accurate. Any claim about improvement should explain how it was measured, over what period and with which learners. A meaningful comparison should also consider other reasons that marks might change.
Our newspaper can help by describing features clearly and asking for evidence before repeating promises. Honest information would support both learners and responsible educational creators.
Yours faithfully,
A concerned student [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: compare how information is framed

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. A recruits potential pupil participants through encouragement. B informs school decision-makers or the wider school community about a trial and its limits. Relate each purpose to specific language.

2. No experience needed reassures inexperienced pupils; just curiosity presents interest as an accessible entry requirement. The direct invitation creates a welcoming rather than selective tone.

3. The four-week period and sixteen pupils provide specific scope. But and not yet been reviewed qualify the positive feedback, preventing it from becoming a claim of proven long-term success.

4. Adult supervision and the restriction to non-electrical pupil repairs provide information about who performs which tasks. A prospective participant or parent may need this to understand the activity. Accept the trial length or attendance limits with a valid explanation.

Extra practice: write an evidence-based article

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. Repair Club Trial: Useful Skills and Questions to Consider. Accept another accurate headline.

2. The trial received positive feedback, but its costs and long-term benefits have not yet been reviewed. The original claim goes beyond the evidence.

3. Model: A repair club worth testing
Could a broken chair become a lesson rather than rubbish? A school repair club could give pupils practical experience while encouraging them to look again at objects they might otherwise discard.
The poster makes this idea sound accessible. Its direct address, "Your next skill", invites readers to imagine personal progress. "No experience needed" reduces the fear of being the only beginner. These choices may encourage a first visit, but an inviting slogan cannot establish the club's value on its own.
The report gives a more limited picture. Sixteen pupils attended at least one session during four weeks, and their feedback was positive. It does not show whether attendance continued, how much repairs cost or what pupils could do independently afterwards. We should therefore avoid claiming that every participant will save money or master a new skill.
A further trial would help. Staff could record attendance, list the cost of materials and ask pupils to demonstrate one suitable task before and after instruction. Activities should match the available adult supervision, with clear restrictions on what pupils may handle.
The proposal deserves careful consideration rather than an immediate promise of success. A useful review would publish difficulties alongside benefits and ask whether pupils actually learned something they could use again.
Feedback: credit an engaged, fair article, supported analysis, evidence limits, practical evaluation and coherent language. Accept another justified recommendation.