# Grade 7: Learning from a Mistake

## Paper 1 - Separate answers

Free original EWS skills practice | Grade 7 | 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. The class poster. [1 mark]

Use the information in the passage.

2. Pale yellow letters on white. [1 mark]

Use the information in the passage.

3. The title could not be read from the back. [1 mark]

Use the information in the passage.

4. She used dark blue letters OR reduced the text. [1 mark]

Use the information in the passage.

5. A poster must be clear for its audience. [1 mark]

Use the information in the passage.

## B. Language practice - 5 marks

1. is making [1 mark]

Now signals an action in progress.

2. should [1 mark]

Use the base verb after should.

3. clearer [1 mark]

Use a comparative with than.

4. because [1 mark]

Because introduces the reason.

5. enough [1 mark]

Enough means sufficient.

## C. Write for a purpose - 10 marks

1. Model response:
A clear poster should help people understand a message quickly. First, use a large title with dark letters on a light background. For example, a blue title on white paper is easier to read from a distance than pale yellow letters. Next, include only the important information. For a school event, readers need the date, time, place and purpose. Too much writing can hide these details. Use one useful picture rather than several unrelated pictures. Finally, ask a classmate to read the poster from the back of the room. If anything is unclear, improve it before displaying the final version. [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: evidence and inference

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. Some pupils did not know whether their original books would be returned.

2. It offered an alternative for pupils who wanted to keep ownership of their books; the permanent exchange did not suit everyone.

3. It reassures pupils that joining is voluntary and reduces pressure. Link the quoted phrase to this effect.

4. No. The explanation and borrowing shelf changed together, and other factors might also have affected participation. The sequence suggests improvement but does not isolate one cause.

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# Extra practice: write for a younger audience

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. You can choose whether to join. Accept another accurate, simpler version.

2. You give your book to another reader and receive a different book to keep. Accept equivalent clear wording.

3. Model: Our book day is on Friday in Room 5 at lunchtime. You can bring one clean storybook. If you join the exchange, another reader will keep your book and you will choose a different one to keep and enjoy. If you want your own book back, use the borrowing shelf instead. A borrowed book must be returned the following Friday. Write your name beside it on the list. Please turn the pages carefully and keep food away from the books. You do not have to join either activity. Ask Miss Silva if you are unsure which choice is right for you. Credit accurate distinctions, practical details and a friendly accessible tone.