Grade 8: A Community Repair Day

Paper 1 - Separate answers

Free original EWS skills practice | Grade 8 | 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. To throw it away. [1 mark]

Use the information in the passage.

2. An experienced carpenter. [1 mark]

Use the information in the passage.

3. Cleaned the area and painted a sign. [1 mark]

Use the information in the passage.

4. It cost less than a new bench. [1 mark]

Use the information in the passage.

5. The group wants to maintain the area or prevent future problems. [1 mark]

Use the information in the passage.

B. Language practice - 5 marks

1. was [1 mark]

A singular subject takes was.

2. will finish [1 mark]

Use if + present and will + base verb for this real future condition.

3. for [1 mark]

For introduces a duration.

4. Although it took time, the repair saved money. [1 mark]

Although signals contrast.

5. Everyone has a task. [1 mark]

Everyone takes a singular verb.

C. Write for a purpose - 10 marks

1. Model response:
A Better Place to Sit
Last Saturday, volunteers improved the space outside our community hall. A damaged bench had become difficult to use, and the area around it was untidy. Instead of buying a new bench immediately, the group asked an experienced carpenter to check its frame. Adults replaced the broken boards, while younger volunteers collected litter and painted a small sign. I helped carry the cleaning materials and gave water to the workers. The project cost less than a new bench and gave neighbours a chance to work together.
One difficulty was finding a time when enough adults were available. A shared timetable helped us organise the work. The group will now check the area every month. Our project showed that careful planning and cooperation can make a shared place more welcoming. [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: balance a report

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. Evidence: forty empty plastic bottles in classroom bins during one week. Limitation: bottles taken home were not counted. Both parts are needed.

2. To reduce or organise crowding near the existing tap so pupils could reach it more easily.

3. It is cautious about spending and wants evidence before recommending a purchase. Support the inference with its decision to count again.

4. Pupils had difficulty reaching the tap when the corridor became crowded. Accept an accurate equivalent.

Extra practice: make a reasoned recommendation

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. I recommend testing a marked waiting space first because the existing tap works safely and crowding may be the main difficulty. Accept a different defensible recommendation with a reason.

2. A new station might make refilling easier, although its cost should be considered before purchase. Accept another balanced acknowledgement.

3. Model: The council recorded forty discarded bottles in classroom bins during one week. This suggests that waste could be reduced, but the figure excludes bottles taken home. The caretaker reports that the existing tap is safe, although crowding makes access difficult. A new refill station could improve convenience, but we do not yet know whether it would solve the main problem. I recommend trying a marked waiting space for two weeks before buying equipment. Pupils should keep the corridor clear while others fill their bottles. The council can then repeat the count in the same classrooms and collect user feedback. If access remains difficult, the school should compare the cost and position of a new station. It should also ask pupils whether the change makes refilling their bottles easier during busy breaks. Credit balanced reasoning and appropriately cautious claims.