# Grade 9: The Value of a Quiet Space

## Paper 1 - Separate answers

Free original EWS skills practice | Grade 9 | 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. They thought it would feel unfriendly. [1 mark]

Use the information in the passage.

2. Reading, planning work or resting. [1 mark]

Use the information in the passage.

3. A welcome sign. [1 mark]

Use the information in the passage.

4. In a separate discussion area nearby. [1 mark]

Use the information in the passage.

5. Different pupils need different types of lunchtime space. [1 mark]

Use the information in the passage.

## B. Language practice - 5 marks

1. how [1 mark]

How introduces the manner of spending the break.

2. for [1 mark]

For introduces purpose before a noun phrase.

3. The room is quiet. However, it is welcoming. [1 mark]

However introduces a contrasting point; use sentence punctuation.

4. is [1 mark]

Neither with a singular noun takes is.

5. A welcome sign was added by staff. [1 mark]

Past passive uses was + past participle.

## C. Write for a purpose - 10 marks

1. Model response:
I believe schools should provide a quiet space for pupils who need it. A busy school day can be enjoyable, but it can also be tiring. A calm room gives learners a place to read, plan their work or rest for a short time.
One benefit is that pupils can concentrate without competing with playground noise. For example, someone who needs to finish a reading task could use the room during a break.
Another benefit is choice. Pupils have different needs, so they should not all have to spend lunchtime in the same way.
Some people worry that a quiet room might discourage friendship. However, it can exist alongside a discussion area and normal outdoor activities. A welcoming sign and clear rules can also help pupils feel comfortable entering.
The room should remain optional and be supervised sensibly. With these arrangements, it can support learning and wellbeing while leaving plenty of opportunities for conversation elsewhere. [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: examine a viewpoint

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. Attendance measures participation; it does not by itself show improvement in reading. The pupil challenges using one as proof of the other.

2. Noting a difficulty and rereading after feedback can focus practice on a specific problem. Accept choosing an appropriate text with a valid explanation.

3. It records pupils' reported feelings, which matter, but it does not directly compare their reading performance before and after the project.

4. It makes the claim more balanced and transparent, helping readers judge the evidence rather than accept an unsupported success claim.

**Indika Mallawarachchi**
WhatsApp 0703 101 101

www.englishwithasmile.lk
info@englishwithasmile.lk

# Extra practice: a balanced argument

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. Schools should offer peer-learning clubs to everyone, but participation should allow for pupils with transport difficulties or other responsibilities. Accept another reasoned position.

2. Peer clubs may help learners when the tasks suit their needs and feedback is useful. Credit removal of the unsupported universal claim and addition of relevant conditions.

3. Model: Peer-learning clubs should be available to every pupil, but I do not think joining should always be compulsory. The aim should be useful support rather than a full attendance sheet.
A reading partner can help someone notice a difficulty that is hard to recognise alone. For example, a pupil might explain an unfamiliar word and then ask their partner to use it in a new sentence. The person giving the explanation also has to organise an idea clearly, so both learners can benefit.
Some people argue that compulsory membership would give everyone equal access. However, staying after school may be difficult for pupils who travel far or care for younger relatives. A rule intended to help could create a new problem.
Schools could offer lunchtime sessions and occasional online alternatives where access allows. Each session should have a clear task, supportive feedback and a short progress check. Attendance matters, but it should not be confused with proof that learning has improved.
Feedback: credit developed reasons, a fair different view, a practical recommendation, coherent paragraphs and controlled language. Accept other justified positions.