

Extracts A and B — Theme: Waiting

Read the two extracts below on the theme of waiting. Then answer the questions that follow.

Extract A

The bell above the bakery door gave a weary jingle each time it opened, a sound that had begun to lose its meaning after so many repetitions. Sam stood near the back of the line, shifting his weight from one foot to the other as though the tiled floor beneath him were gradually tilting. He had arrived just before the lunch rush, but somehow the queue had grown instead of shrinking, stretching past the display of pastries and curling towards the shelves stacked with loaves.

The air inside was thick with the smell of fresh bread and sugar, comforting at first but increasingly distracting as time dragged on. Sam tried not to stare at the clock above the counter, though he felt its presence constantly, like an unblinking eye measuring his patience. Every few minutes, someone ahead of him changed their order, asking for an extra roll or debating between two identical cakes, and the delay felt personal, almost deliberate.

Outside, rain streaked down the windows in thin, crooked lines. Cars crawled past, their tyres hissing on the wet road. Sam imagined the places he could already have reached if he had chosen a different shop, but the thought only made him tighten his grip on the coins in his pocket. Leaving now would mean starting again, and that seemed worse than waiting a little longer. With a quiet sigh, he stayed where he was, resigned to the slow rhythm of the queue and the steady ticking of time.

Extract B

We arrived at the station earlier than necessary, a habit my parents had never managed to abandon. By the time we pulled into the car park, the platform was already busy, yet our train was nowhere in sight. A digital sign above the entrance flashed a sequence of messages — ON TIME, then DELAYED, then CHECK PLATFORM — each change greeted with a collective groan from the waiting crowd.

My father remained in the driver's seat even after switching off the engine, his hands resting on the steering wheel as if ready to move at a moment's notice. My sister leaned against the window, watching her reflection blur and sharpen as the fog thickened. I stepped out of the car and joined a small group huddled near the entrance, all of us pretending to be absorbed in our phones while secretly watching the sign for updates.

Announcements echoed across the platform, cheerful in tone but vague in detail. Minutes stretched into something heavier, more tiring than movement ever was. No one complained

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openly, yet impatience showed itself in small ways — tapping feet, deep sighs, glances at watches. Somewhere beyond the station walls, trains arrived and departed on schedule, but ours remained stubbornly absent. As the sign flickered again, I realised that waiting, especially without clear answers, could be just as exhausting as the journey itself.

Questions

- In both extracts, the people waiting
 - are uncertain about how long the wait will last
 - become angry with those around them
 - are given clear explanations for the delay
 - decide to leave before the waiting ends
- Which extract shows waiting becoming more frustrating over time due to other people's actions?
 - Extract A
 - Extract B
 - Both
 - Neither
- In Extract A, the description of the bakery mainly helps to
 - show why Sam enjoys being there
 - emphasise how slowly time is passing
 - explain how the bakery is organised
 - suggest that the bakery is poorly run
- Which detail in Extract B best shows the family's impatience without directly stating it?
 - The fog in the car park
 - The father staying in the driver's seat
 - The cheerful announcements
 - The busy platform
- In both extracts, the writers use references to time in order to
 - show that waiting is relaxing
 - suggest that the wait is carefully planned
 - highlight the emotional impact of waiting
 - explain why the wait is unavoidable
- In Extract A, why does Sam decide not to leave the bakery?
 - He believes the service will suddenly speed up
 - He does not want to waste the time he has already spent
 - He is worried about the weather outside
 - He is asked to stay by a staff member

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7. How do the writers' attitudes to waiting differ between the two extracts?
- A. Extract A presents waiting as exciting, while Extract B presents it as frightening
 - B. Extract A focuses on personal frustration, while Extract B emphasises shared experience
 - C. Extract A is humorous, while Extract B is angry
 - D. Extract A is optimistic, while Extract B is dismissive
8. Which statement best compares the endings of both extracts?
- A. Both end with the waiting suddenly ending
 - B. Both suggest that waiting has a positive outcome
 - C. Both show the characters accepting the situation
 - D. Both show the characters deciding to leave

Extracts A & B (Waiting) — Questions 1–8

1. In both extracts, the people waiting...

Correct: A. are uncertain about how long the wait will last

Why:

- **Extract A:** Sam doesn't know how much longer the queue will take; it "inched forward" and time "dragged on."
- **Extract B:** The train status keeps changing (*ON TIME* → *DELAYED* → *CHECK PLATFORM*) and announcements are "vague," so the wait feels unpredictable.

Eliminate:

- **B** Angry? Neither extract shows arguing or anger—only impatience and quiet frustration.
- **C** Clear explanations? No—A has no explanation for delays; B explicitly says announcements are vague.
- **D** Decide to leave? Neither leaves.

2. Which extract shows waiting becoming more frustrating over time due to other people's actions?

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Correct: A. Extract A

Why:

In Extract A, Sam's frustration increases because **people ahead keep changing their orders**, "debating," and slowing the line.

Eliminate:

- **B** Extract B is delayed due to the system/train schedule, not actions of people.
- **C** Both? No—only A highlights other people causing delay.
- **D** Neither? Incorrect because A clearly does.

3. In Extract A, the description of the bakery mainly helps to...

Correct: B. emphasise how slowly time is passing

Why:

Everything in the bakery description reinforces slowness: the queue "inched," the jingle repeats, the clock feels like "an unblinking eye," and orders drag out.

Eliminate:

- **A** Enjoys being there? He's comforted briefly by smells, but the tone shifts to irritation.
- **C** Organised layout? Some details exist, but they're used to show the queue and delay, not explain organisation.
- **D** Poorly run? No evidence of bad service—just slow movement and customers.

4. Which detail in Extract B best shows the family's impatience without directly stating it?

Correct: B. The father staying in the driver's seat

Why:

Staying in the driver's seat "as if ready to move at a moment's notice" shows restless readiness—he is prepared to react instantly, which signals impatience.

Eliminate:

- **A** Fog = atmosphere, not impatience.

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- **C** Cheerful announcements do the opposite (they mask tension).
 - **D** Busy platform describes setting, not the family's impatience.
-

5. In both extracts, the writers use references to time in order to...

Correct: C. highlight the emotional impact of waiting

Why:

Time is used to show how waiting *feels*: “time dragged on,” “minutes stretched,” “ticking of time,” “more tiring than movement.”

Eliminate:

- **A** Relaxing? Opposite—waiting is draining.
 - **B** Carefully planned? Both waits feel uncontrolled/unpredictable.
 - **D** Unavoidable? That's partly true, but the *main effect* is emotional pressure, not inevitability.
-

6. In Extract A, why does Sam decide not to leave the bakery?

Correct: B. He does not want to waste the time he has already spent

Why:

The passage explicitly says leaving would mean “starting again” elsewhere, which feels worse than continuing.

Eliminate:

- **A** No suggestion it will speed up suddenly.
 - **C** Weather is described, but it's not his reason.
 - **D** No staff member speaks to him.
-

7. How do the writers' attitudes to waiting differ between the two extracts?

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Correct: B. Extract A focuses on personal frustration, while Extract B emphasises shared experience

Why:

- **Extract A:** One person's internal experience (Sam's thoughts and irritation).
- **Extract B:** Shared setting + collective reactions: "collective groan," crowd behaviour, "no one complained openly."

Eliminate:

- **A** Exciting vs frightening? Neither is exciting or fear-based.
- **C** Humorous vs angry? Neither is humorous or openly angry.
- **D** Optimistic vs dismissive? No optimism; both are reflective/frustrated.

8. Which statement best compares the endings of both extracts?

Correct: C. Both show the characters accepting the situation

Why:

- **Extract A:** Sam "stayed where he was," "resigned."
- **Extract B:** Narrator realises waiting can be exhausting—accepts the reality rather than changing it.

Eliminate:

- **A** Waiting ends? No.
- **B** Positive outcome? Not really; it's more resignation.
- **D** Decide to leave? No.

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Fill in the Blank- Question 9

Read the text below and select the correct word or phrase for each gap from the options below

Early Weather Forecasting

Before the development of modern technology, weather forecasting was far less accurate than it is today. Early scientists relied on careful observation of the sky, wind patterns, and changes in air pressure, _____ (1) limited tools to predict future conditions.

Under the _____ (2) of scientific curiosity, these early attempts laid the foundation for more reliable forecasting. It may be hard to _____ (3) now, but forecasts were often based on handwritten records and personal experience rather than precise instruments.

As knowledge improved, new devices were introduced to measure temperature and pressure more accurately. Forecasts that once took hours to produce could eventually be completed in a _____ (4) of the time. However, even with improved tools, predicting the weather remained an uncertain task, requiring _____ (5) interpretation of complex data.

Today, advanced satellites and computer models allow meteorologists to track storms in real time, _____ (6) both accuracy and reliability. While technology continues to advance, weather forecasting still depends on human judgement, reminding us of the _____ (7) balance between science and uncertainty in understanding the natural world, as well as humanity's ongoing _____ (8) to anticipate what lies ahead.

Options

(1)

- A. depending on
- B. restricted by
- C. surrounded by
- D. focused on

(2)

- A. influence
- B. pressure
- C. demand
- D. control

(3)

- A. accept
- B. imagine

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- C. confirm
- D. describe

(4)

- A. portion
- B. fraction
- C. sequence
- D. volume

(5)

- A. careless
- B. cautious
- C. accidental
- D. reluctant

(6)

- A. reducing
- B. disguising
- C. enhancing
- D. replacing

(7)

- A. fragile
- B. permanent
- C. obvious
- D. equal

(8)

- A. hesitation
- B. curiosity
- C. resistance
- D. indifference

Fill in the Blank (Early Weather Forecasting) — Question 9

(1) _____ limited tools

Correct: B. restricted by

Why: “restricted by limited tools” is a precise collocation meaning constrained.

Eliminate:

- **A** “depending on limited tools” is weaker and less accurate here.

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- C “surrounded by” doesn’t fit meaning.
- D “focused on” doesn’t connect grammatically or logically.

(2) Under the _____ of scientific curiosity

Correct: A. influence

Why: Common phrase: “under the influence of...” meaning driven by.

Eliminate:

- B **pressure** implies force, not curiosity.
- C **demand** doesn’t fit.
- D **control** doesn’t fit meaning.

(3) It may be hard to _____ now

Correct: B. imagine

Why: Standard phrase: “hard to imagine” earlier conditions.

Eliminate:

- A **accept** is wrong nuance.
- C **confirm** doesn’t fit meaning.
- D **describe** doesn’t fit purpose.

(4) completed in a _____ of the time

Correct: B. fraction

Why: Fixed expression: “a fraction of the time.”

Eliminate:

- A **portion** not idiomatic here.
- C **sequence** wrong meaning.
- D **volume** wrong.

(5) requiring _____ interpretation

Correct: B. cautious

Why: Weather data is complex; “cautious interpretation” = careful, not overconfident.

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Eliminate:

- **A careless** opposite.
- **C accidental** illogical.
- **D reluctant** doesn't fit.

(6) allow... _____ both accuracy and reliability

Correct: C. enhancing

Why: "enhancing accuracy" = improving.

Eliminate:

- **A reducing** opposite.
- **B disguising** wrong meaning.
- **D replacing** doesn't fit.

(7) reminding us of the _____ balance

Correct: A. fragile

Why: "fragile balance" is a strong collocation showing delicate mix of certainty/uncertainty.

Eliminate:

- **B permanent** opposite idea.
- **C obvious** doesn't fit tone.
- **D equal** doesn't fit intended meaning.

(8) humanity's ongoing _____

Correct: B. curiosity

Why: Curiosity drives desire to predict the future.

Eliminate:

- **A hesitation** opposite.
- **C resistance** wrong meaning.
- **D indifference** opposite.

Final answers Q9:

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(1) B (2) A (3) B (4) B (5) B (6) C (7) A (8) B

Poem

Read the poem below by William Blake then answer the questions below

The Tyger

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

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Questions

10. The title of this poem
- prepares us for a gentle and peaceful description.
 - contrasts with the fear expressed in the poem.
 - directly explains the poet's message.
 - refers to a mythical creature rather than a real one.
11. What is meant by 'fearful symmetry'?
- the tiger's physical balance and beauty
 - the danger of the forest
 - the tiger's movement through the night
 - the poet's fear of darkness
12. What is suggested by the repeated questions throughout the poem?
- the poet's certainty about creation
 - the speaker's admiration mixed with uncertainty
 - the tiger's confusion
 - the poet's anger
13. Which image suggests that the tiger was created with great force and power?
- 'forests of the night'
 - 'burning bright'
 - 'hammer', 'chain', and 'furnace'
 - 'stars threw down their spears'
14. Why does the poet mention 'the Lamb'?
- to compare two different creators
 - to show that tigers are more powerful than lambs
 - to contrast innocence with fearsome strength
 - to suggest the tiger is dangerous
15. What does the form and repetition of the poem as a whole reflect?
- the calm rhythm of nature
 - the steady movement of the tiger
 - the speaker's growing confidence
 - the intensity and mystery surrounding the tiger

Poem (The Tyger) — Questions 10–15

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10. The title of this poem...

Correct: b. contrasts with the fear expressed in the poem.

Why:

“The Tyger” sounds like a simple animal title, but the poem is intense—“fearful symmetry,” “dread,” “deadly terrors.”

Eliminate:

- **a** gentle/peaceful? No, the mood is ominous.
 - **c** directly explains message? The poem asks questions; it doesn’t explain directly.
 - **d** mythical creature? Tigers are real; imagery is symbolic but the animal is real.
-

11. What is meant by ‘fearful symmetry’?

Correct: a. the tiger’s physical balance and beauty

Why:

“Symmetry” suggests crafted design and order; “fearful” shows it’s beautiful but terrifying—perfectly made for power.

Eliminate:

- **b** danger of forest is setting, not symmetry.
 - **c** movement through night is not symmetry.
 - **d** fear of darkness is broader and not tied to “symmetry.”
-

12. Repeated questions suggest...

Correct: b. admiration mixed with uncertainty

Why:

The speaker is amazed yet disturbed—questions show wonder and inability to fully understand how such a creature could be made.

Eliminate:

- **a** certainty? Questions signal the opposite.

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- **c** tiger’s confusion? The tiger isn’t speaking.
 - **d** anger? Tone is awe/terror, not anger.
-

13. Image suggesting creation with force and power

Correct: c. ‘hammer’, ‘chain’, and ‘furnace’

Why:

These are industrial/blacksmith images—implying the tiger was forged like metal, with strength and heat.

Eliminate:

- **a** “forests of the night” = mood/setting.
 - **b** “burning bright” = intensity, but not the *creation process*.
 - **d** “stars threw down their spears” = dramatic, but less direct than forging tools.
-

14. Why mention ‘the Lamb’?

Correct: c. to contrast innocence with fearsome strength

Why:

“The Lamb” represents gentleness/innocence (also another Blake poem). The poet wonders if the same creator made both innocence and terror.

Eliminate:

- **a** different creators? The question implies possibly the same creator.
 - **b** “tigers more powerful” is too literal; the point is symbolic contrast.
 - **d** “suggest tiger is dangerous” is true but incomplete—contrast is the key.
-

15. Form and repetition reflect...

Correct: d. the intensity and mystery surrounding the tiger

Why:

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The repeated opening/closing lines and constant questioning create a chant-like intensity, reinforcing mystery and awe.

Eliminate:

- a calm rhythm? It's rhythmic but not calm.
- b steady movement of tiger? Not the main purpose.
- c growing confidence? The speaker stays questioning.

Fill in the Statement-Question 16

Read the text below.

Six sentences have been removed from the text so that there are six gaps.

Urban Beekeeping

In recent years, beekeeping has expanded beyond rural farms and into major cities around the world. Rooftops, balconies, and community gardens are increasingly being used to house beehives. Supporters argue that urban environments may actually offer advantages for bees, including greater plant diversity and fewer agricultural chemicals. (A) _____.

Critics, however, question whether cities are suitable habitats for such delicate creatures. They argue that pollution, limited green space, and human activity could place additional stress on bee colonies. (B) _____. As a result, some local councils have introduced regulations to limit where and how beehives can be kept.

Researchers studying urban bee populations have found mixed results. While some colonies thrive, others struggle to survive through winter months. (C) _____. These findings suggest that success depends heavily on careful management and suitable locations.

Another concern relates to the impact of urban beekeeping on native pollinators. Some ecologists warn that high densities of honeybees may compete with local insect species for nectar and pollen. (D) _____. This has led to calls for more research before urban beekeeping is promoted further.

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Despite these concerns, interest continues to grow. Educational programs and community projects have helped raise awareness of pollinators and their role in food production. (E) _____. Advocates believe that, when managed responsibly, urban beekeeping can encourage environmental engagement rather than cause harm.

However, experts caution against viewing it as a simple solution to declining bee populations. (F) _____. Protecting wild habitats and reducing pesticide use remain essential steps in supporting pollinators worldwide.

Fill in the Statement (Urban Beekeeping) — Question 16

Gap A

Correct sentence: *In some cities, honey produced locally is sold at markets and used by nearby restaurants.*

Why it fits:

Before Gap A the text says supporters see advantages and urban beekeeping is increasing. This sentence gives a **concrete example of benefits/outcomes**.

Eliminate others:

- “Poorly managed hives...” is a criticism (belongs in the critics paragraph).
- “Access to diverse flowering plants...” is research-based (fits later).
- “These species often...” refers to native pollinators (later).
- “Many participants report...” fits community/education paragraph.
- “Urban beekeeping alone...” fits final caution paragraph.
- “Bees have adapted quickly...” is too absolute and doesn’t link as cleanly.

Gap B

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Correct sentence: *Poorly managed hives can spread disease to other bees in the area.*

Why it fits:

This is in the **critics** paragraph describing risks and stress. Disease spread is a realistic harm and leads logically into regulation.

Eliminate:

Others either praise, focus on research outcomes, or refer to native pollinators.

Gap C

Correct sentence: *Access to diverse flowering plants appears to be a key factor in colony health.*

Why it fits:

This is in the **research findings** paragraph (“mixed results”). It explains *why* some thrive and others struggle—location/flower diversity.

Gap D

Correct sentence: *These species often have narrower diets and fewer nesting options.*

Why it fits:

Here the topic is **native pollinators** being affected. “These species” clearly refers to native insects and explains why competition matters.

Gap E

Correct sentence: *Many participants report that caring for bees has changed how they view urban nature.*

Why it fits:

This matches the paragraph about **education programs and community projects** and shows social/attitudinal benefits.

Gap F

Correct sentence: *Urban beekeeping alone cannot reverse the complex causes of pollinator decline.*

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Why it fits:

Final paragraph warns against seeing it as a simple solution; this sentence directly states that idea and links perfectly to habitat/pesticide solutions.

Extra sentence (not used):

Bees have adapted quickly to artificial light and noise in busy city centres.

Why not:

It's too broad and unproven-sounding, and it doesn't connect as smoothly to any paragraph's logic.

Choose from the sentences below the one which fits each gap.

There is one extra sentence which you do not need to use.

1. In some cities, honey produced locally is sold at markets and used by nearby restaurants.
2. Poorly managed hives can spread disease to other bees in the area.
3. Access to diverse flowering plants appears to be a key factor in colony health.
4. These species often have narrower diets and fewer nesting options.
5. Many participants report that caring for bees has changed how they view urban nature.
6. Urban beekeeping alone cannot reverse the complex causes of pollinator decline.
7. Bees have adapted quickly to artificial light and noise in busy city centres.

Extracts A–D — Theme: Failure and Learning

Read the four extracts below. Then answer the questions that follow.

For each question, choose the correct extract (**A, B, C or D**).

The extracts may be chosen more than once.

Extract A

I still remember the day my model bridge collapsed. I had stayed back after school for weeks, carefully measuring, gluing, reinforcing every joint until it looked solid enough to hold anything. When the teacher placed the weights on top, the structure held for a moment, then folded in on itself with a sharp crack. I felt heat rush to my face as the room went quiet.

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Later, while packing up the broken pieces, I noticed where I had gone wrong. The base had been too narrow, and one weak joint had caused the entire structure to fail. It was frustrating, but I also knew that if I ever tried again, I wouldn't make the same mistake.

Extract B

Failure is often viewed as something to avoid, yet research in psychology suggests it plays a crucial role in learning. Studies show that when people are allowed to make mistakes and reflect on them, they develop stronger problem-solving skills over time. This process encourages adaptability and resilience.

In contrast, environments that discourage failure can limit growth. When success is the only acceptable outcome, individuals may avoid challenges altogether. Learning, therefore, is not just about achieving correct answers, but about understanding why errors occur and how to respond to them.

Extract C

My first attempt at baking bread was a disaster. The loaf came out dense and pale, nothing like the golden crust I'd imagined. For a moment, I considered throwing it away and forgetting the whole thing. Instead, I sat at the kitchen table and reread the recipe, noticing details I'd rushed past before.

The next time, I waited longer for the dough to rise and paid closer attention to the oven temperature. The result wasn't perfect, but it was better. Each failed attempt taught me something new, even when the outcome was disappointing.

Extract D

When learning a new skill, mistakes are inevitable. Rather than seeing them as setbacks, it can be helpful to treat them as feedback. Ask yourself what went wrong, what could be adjusted, and what should be done differently next time.

Keeping a record of errors and improvements can also be useful. Over time, patterns emerge, allowing learners to refine their approach and build confidence through gradual progress rather than immediate success.

Questions

1. Which extract describes a public failure that caused embarrassment?
2. Which extract explains failure from a scientific or research-based perspective?

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3. Which extract suggests that mistakes can prevent future errors?
4. Which extract involves learning through a practical, everyday activity?
5. Which extract directly advises the reader on how to respond to failure?
6. Which extract shows the writer analysing a mistake after it happens?
7. Which extract argues that avoiding failure can be harmful?
8. Which extract focuses on emotional reactions as well as learning?
9. Which extract presents failure as part of a long-term improvement process?
10. Which extract implies that failure can increase confidence over time?

Choose the Extract (Failure & Learning) — Questions 1–10

1. public failure + embarrassment

Answer: A

Model bridge collapses in front of class; “room went quiet” + “heat rush to my face.”

2. research-based perspective

Answer: B

Uses “research,” “studies show,” psychology—clearly scientific.

3. mistakes prevent future errors

Answer: A

Writer explicitly says if they tried again they wouldn’t repeat the mistake.

4. practical everyday activity

Answer: C

Baking bread is a daily-life skill, not school/research.

5. direct advice to the reader

Answer: D

Imperative guidance: “Ask yourself what went wrong...”

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6. writer analysing a mistake after it happens

Answer: A

After collapse, identifies the narrow base and weak joint.

7. argues avoiding failure can be harmful

Answer: B

Says discouraging failure limits growth and makes people avoid challenges.

8. emotional reactions + learning

Answer: A

Embarrassment + reflection. (C has some emotion too, but A is stronger public embarrassment.)

9. failure as long-term improvement process

Answer: D

Tracking errors, patterns over time, gradual progress.

10. implies failure can increase confidence over time

Answer: D

“Build confidence through gradual progress.”

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Beyond English Coaching Coaching Writing Excellence Rubric (Aligned with NSW Selective Writing Marking Criteria — 25 Marks)

Set A — Content, Structure & Style (15 Marks)	___/15
Outstanding <ul style="list-style-type: none"> • Fully addresses the task with precision and relevance • Demonstrates distinctive, engaging, and thoughtfully developed ideas • Maintains clear purpose and strong audience awareness • Logical, fluent structure with seamless paragraphing • Sophisticated, well-controlled vocabulary • Varied and purposeful sentence structures 	13–15 Marks
Strong <ul style="list-style-type: none"> • Clearly addresses the task • Relevant and engaging ideas, though less distinctive • Logical organisation with clear paragraphing • Appropriate vocabulary with some sophistication • Sentence structures mostly controlled and varied 	10–12 Marks
Developing <ul style="list-style-type: none"> • Addresses most parts of the task • Ideas are clear but predictable or unevenly developed • Basic structure with some lapses in cohesion • Vocabulary appropriate but limited in variety • Sentence structures mostly simple 	7–9 Marks
Emerging <ul style="list-style-type: none"> • Partially addresses the task • Ideas lack development or clarity • Weak paragraph control • Repetitive vocabulary • Limited sentence variety 	4–6 Marks
Limited <ul style="list-style-type: none"> • Minimal or unclear response to the task • Very limited structure or development • Frequent breakdown in clarity 	1–3 Marks

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Set B — Technical Accuracy (10 Marks)	__/10
Outstanding <ul style="list-style-type: none"> • Near-perfect spelling and punctuation • Strong grammar control • Consistent tense and subject-verb agreement • Complex sentences handled accurately 	9–10 Marks
Strong <ul style="list-style-type: none"> • Minor errors that do not affect clarity • Mostly accurate grammar and punctuation 	7–8 Marks
Developing <ul style="list-style-type: none"> • Noticeable errors but meaning generally clear 	4–6 Marks
Limited <ul style="list-style-type: none"> • Frequent technical errors that affect clarity 	1–3 Marks

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