

Mentora

MENTORA · N-LEVEL WRITING

N-Level English Paper 1

The Weekend Pack



Free edition · September 2026

Editing

Situational Writing

Continuous Writing

GCE N(A)-Level English (1190)

MENTORA EDUN

About this handbook

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01 Where the marks are

Read this once, then plan your time around it

Paper 1 is 70 marks in 1 hour 50 minutes. It has three sections, and the split inside the two writing sections is the most useful thing you can know this weekend.

1

Editing • 10 marks

Grammar only. Spelling and punctuation are not tested here.

2

Situational Writing • 30

Task Fulfilment 10 + Language 20. At least 180 words.

3

Continuous Writing • 30

Content 10 + Language 20. One of four topics, 250–400 words.

The two-thirds rule

In both writing sections, 20 of the 30 marks are for language — how your sentences are organised, how clear they are, and whether the grammar holds. Content is the other ten. Most candidates prepare for the ten.

Suggested timing

☐ Editing — 10 minutes

- ☐ Situational Writing – 40 minutes
- ☐ Continuous Writing – 55 minutes
- ☐ Checking – 5 minutes, one thing at a time

02 Editing

Ten marks from a closed list of error types

A short passage of prose with grammatical errors to find and correct. Because spelling and punctuation are excluded, you know exactly what to hunt for.

Error type	What it looks like	Fix
Subject-verb	The box of tools were left outside.	was
Tense slip	She walks in yesterday and sat down.	walked
Article	He is best player in the team.	the best
Preposition	We arrived to the station late.	at
Plural	There were two piece of evidence.	pieces
Word form	She spoke very quiet.	quietly

DO THIS

- ✓ Read the whole passage once for meaning before correcting anything.
- ✓ Check every verb against its subject, especially in long sentences.
- ✓ Write the corrected word clearly.

NOT THIS

- ✗ Change spellings — they are not tested.
- ✗ Add or remove commas — not tested.
- ✗ Correct a sentence that is already right because it sounds odd.

03 Situational Writing

Task Fulfilment 10 · Language 20

You are given a situation, a stimulus (often with a picture), a format, an audience and a tone. The three things marked under Task Fulfilment are: addressing every point, showing awareness of purpose, audience and context, and **using the given information**.

1

Cover every bullet

One paragraph per bullet, in the order given. A missing bullet caps your task mark whatever else you do.

2

Look for “and”

“Which activity you would choose AND why” is two things. Answer both.

3

Use the stimulus

Reasons drawn from the given material are credited. Reasons you invent are not.

4

Hold the tone

A stated tone — positive, persuasive, informative — has to survive from the first line to the sign-off.

THE CHOOSE-AND-EXPLAIN BULLET — WEAK, THEN STRONG

WEAK: *I would choose the weekend workshop because it is a good time and more people will come.*

STRONG: *I would choose the Saturday morning workshop. The programme lists it at \$4 per person, half the evening rate, which suits a class budget, and it runs in the ground-floor hall — the only venue the notice describes as fully accessible.*

Every reason in the strong version came from the stimulus, then was linked to the reader.

Format	Opening	Closing
Email	To / From / Subject, then Dear Ms Ong,	Best regards, + name
Formal letter	Your address, date, Dear Sir or Madam,	Yours faithfully, + name
Speech	Good morning, teachers and friends.	Call to action, then Thank you.
Article	A short title, then By + name	Ends naturally — no sign-off
Report / proposal	To / From / Date / Title	Name only. No Yours sincerely.

What the last five years asked for

2021 email to a course organiser · 2022 review for the school newsletter ·
2023 email to a teacher · 2024 article for the school magazine · 2025 email to

the Principal. Each with four bullets and a stated tone. Emails and articles are the formats to be surest of.

04 A worked incident report

Factual, in order, one paragraph per bullet

The task: during a science practical, a classmate was hurt when a stool tipped. Your teacher has asked you, as the lab monitor, to write an incident report to Ms Devi, the Estate Manager. Include what happened and when, who was involved and the injury, what was done at once, and one suggestion. Factual and objective tone.

MODEL ANSWER

To: Ms Devi, Estate Manager

From: Wei Ling, Lab Monitor, 4N2

Report on an Injury in Science Laboratory 2

On Wednesday, 9 September 2026, at about 2.15 p.m., a student was injured during our Science practical in Laboratory 2.

Our class of twenty-two students was working in pairs at the benches under the supervision of Mr Faizal. My classmate, Arjun Pillai, was reaching for a beaker when the stool he was standing on tipped sideways. He fell against the bench and cut his left forearm on the edge. The cut was bleeding and he was unable to continue.

Mr Faizal stopped the practical at once and applied pressure to the cut. I was sent to call the general office while my lab partner cleared the bench. The first-aid officer cleaned and dressed the wound, and Arjun's parents were contacted. He was taken to the polyclinic, where a nurse confirmed the cut needed two stitches. The stool was removed and labelled as unsafe.

I noticed that the stool had one leg shorter than the others before the lesson began. I would like to suggest that all laboratory stools are checked and numbered at the start of each term, so that damaged ones are replaced before students use them.

Wei Ling

11 September 2026

Why this scores

- ☐ First sentence gives what, when and where, with exact date and time.
- ☐ Events told in the order they happened.
- ☐ No feelings, no blame — factual tone from first line to last.
- ☐ One paragraph per bullet, so each is found instantly.
- ☐ The suggestion is specific and doable, with the reason it would work.
- ☐ Ends with name and date only.

05 Continuous Writing

Content 10 · Language 20 · one of four topics

Content has a single criterion: addressing the task, with all aspects developed. Language is organisation, clarity and accuracy. Choose the topic whose parts you can actually develop, not the one that sounds most interesting.

Type	How to spot it	What it wants
Recount	Write about a time when...	One experience in order, with feeling, and what it left behind
Descriptive	Describe... and explain why...	The five senses, then the second half — why it matters
Argumentative	Do you agree? / How far do you agree?	One side, defended. Nod to the other side once.
Discursive	Advantages and disadvantages... / What are your views?	Both sides weighed, then a balanced judgement

1

Number the parts

“A time you were reunited with someone... how did it make you feel?” Two parts. Give each its share.

2

Thesis as map

Last line of the introduction names your stand and your reasons in order. Each reason becomes a paragraph.

3

Slow down at the climax

In a recount, the turning point is your longest paragraph. Short sentences, one exact detail.

4

End on a change

Show what is different now. Do not announce a lesson.

ARGUMENTATIVE OPENING — 2022: BEING RICH AND FAMOUS ALWAYS LEADS TO HAPPINESS

Every year, thousands of people chase fame and fortune as if they were a guarantee of joy. A few of them do find it. But happiness built on money and attention rarely lasts, and I disagree with the idea that wealth and fame always lead to it — because both can be lost overnight, and neither can buy the things people actually need most.

DISCURSIVE OPENING — 2025: LEARNING HISTORY BY VISITING MUSEUMS

A museum lets a student stand in front of a real object rather than a photograph of one. That closeness is its great strength. It is also expensive, time-consuming, and sometimes less informative than a good book. Both sides deserve a look.

06 The last five minutes

Checking is not rereading

Rereading catches almost nothing, because you read what you meant to write. Checking means looking for one thing at a time.

Four passes, one thing each

- ☐ Tense — first sentence and last sentence, same tense? Then the climax paragraph.
- ☐ Subject and verb — in your longest sentences only.
- ☐ Joins — read only the first sentence of each paragraph, in order.
- ☐ Every part of the task — count the parts, check each has its share.

DO THIS

- ✓ Eat before Paper 1. Drink water in the gap.
- ✓ Read the whole question before writing a word.
- ✓ Leave five minutes for the four passes.

NOT THIS

- ✗ Learn new vocabulary tonight.
- ✗ Do a full practice paper on Sunday.
- ✗ Rewrite sentences to make them fancier at the end.

Monday 14 September

N(A) Paper 1 8.00–9.50 · Paper 2 10.35–12.25. Listening Comprehension
Tuesday 15 September, 2.00 p.m. — seated thirty minutes before. Times from the SEAB 2026 timetable; follow your school's reporting instructions.