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# G2 English

## Answer Key

*Mark scheme · Papers 1 & 2*

**BRONZE TIER**

Indicative answers and mark scheme for the Bronze-tier G2 English practice papers.

Comprehension answers accept any well-supported response; writing uses the G2 band descriptors.

**Total: 120 marks**

**Time: —**

## Answer Key & Mark Scheme

For tutor use. Comprehension answers are indicative — accept any answer that is well supported by the text. Writing is marked on the G2 band descriptors (see notes at the end).

### Paper 1 · Section A — Editing [10]

#	Incorrect	Correction & reason
1	sorts	sort (use the base verb after 'to')
2	on	in ('in every classroom in the school')
3	are	is (singular subject 'each bin')
4	win	won (past tense — 'Last term')
5	Despite	Although (must be followed by a clause, not a noun)
6	to	too ('too quickly')
7	Lesser	Fewer (countable noun 'bottles')
8	save	saves (singular subject 'recycling')
9	off	of ('proud of')
10	more	delete 'more' ('better' is already comparative)

### Paper 2 — Comprehension

**Q1.** It shows people of different ages working together cheerfully at the clean-up — matching the webpage line that 'neighbours of all ages come together'. Accept any feature shown in the photo that the text also mentions.

**Q2.** to explain how to recycle at home and why it helps.

**Q3.** Text 1 uses chatty, friendly language — exclamations ('See you at the park gates this Saturday!'), direct address ('you'), and commands ('grab a pair of gloves') — whereas Text 2 is plain and factual.

**Q4.** (a) Text 1; (b) Text 2.

**Q5.** Before: nervous/frightened (cold hands, shaking legs; the thin wheels frightened him). During the first try: it felt wonderful for a few seconds, then he wobbled and fell.

**Q6.** He was very nervous/afraid — he did not believe the thin wheels could hold him up.

**Q7.** Do not worry about the small details right in front of you (your feet/the ground); focus on where you are going and you will manage.

**Q8.** Any two: his knees were green with grass stains; his eyes stung with tears of frustration; he said 'I can't do it'.

**Q9.** Order: 'kept his eyes on the gate' = 1; 'the wheels hummed and he moved in a straight line' = 2; 'glanced back and saw his father' = 3.

**Q10.** Any two: the wind pushed against his face; the world rushed past in a blur; his heart pounded with excitement; he wanted to laugh and shout; he felt free.

**Q11.** father: 'standing far behind ... both hands raised in the air, grinning'; writer felt: 'free' / heart 'pounding with excitement'.

**Q12.** He had never been taught how to stop the bicycle.

**Q13.** In Paragraph 1 his hands shook with fear; in Paragraph 8 they shook with excitement. The bicycle had not changed — he had. He has grown braver and more confident, and is no longer afraid to try something new.

**Q14.** Happy / proud / excited — e.g. his hands shook 'with excitement, not fear', and he resolves to 'look ahead, trust myself, and keep on pedalling'.

**Q15.** Para2 = C; Para3 = B; Para4 = E; Para5 = A; Para6 = D. (Unused: G.)

**Q16.** Any two: it repairs tired muscles; it fights off illness; it releases chemicals that help young people grow taller and stronger.

**Q17.** It refers to the brain sorting through the day's events during the night and storing away what we have learned.

**Q18.** That students become extremely tired — the tiredness piles up to a huge amount, like a mountain.

**Q19 Summary — content points** (any 6–8, in own words; max 80 words):

- Turn off screens an hour before bed
- Keep the phone in another room
- Keep a regular bedtime
- Sleep in a dark, quiet room
- Have a warm drink instead of a fizzy one
- Schools can start lessons a little later
- Parents can set a 'screens-off' family time
- Parents can set a good example

### **Writing mark scheme**

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Mr Lim, polite+enthusiastic tone, info used from the notice. Language /20 — see G2 language ladder. Continuous (30): Content /10 + Language /20. Narrative (Q1) should reach a clear turning point; Descriptive (Q2) rewards 'see, hear AND smell' + sensory verbs; Discursive (Q3) needs both sides + a stated preference; Argumentative (Q4) needs a two-sided 'how far' structure with examples.

