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# G2 English

## Answer Key

*Mark scheme · Papers 1 & 2*

BRONZE — SEC 1 (SET 2) TIER

Indicative answers and mark scheme for the Bronze — Sec 1 (Set 2)-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	were	was (singular subject 'every group')
2	careful	carefully (an adverb is needed)
3	me	I (subject of the verb 'chose')
4	quick	quickly (an adverb is needed)
5	Despite	Although (must be followed by a clause)
6	need	needs (singular subject 'each')
7	lesser	fewer (countable noun 'weeds')
8	picks	picked (past tense — 'Last week')
9	were	was (singular subject 'everyone')
10	in	to ('look forward to')

### Paper 2 — Comprehension

**Q1.** It shows students working in the garden / a vegetable patch — the fun, hands-on side the webpage describes ('get your hands dirty', 'plant, water and harvest'). Accept any feature shown in the photo that the text also mentions.

**Q2.** to explain the rules for looking after the garden.

**Q3.** Text 1 uses cheerful, friendly language — a question ('Got green fingers?'), an exclamation ('Come and find your patch this week!') and direct address ('you') — whereas Text 2 is plain and instructional.

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

**Q5.** He felt nervous / full of dread — e.g. 'my stomach tightened' when his father offered to teach him.

**Q6.** He was afraid of falling in public and being laughed at — of everyone seeing him crash and scrape his knees.

**Q7.** So that he could get used to the height and balance of the bicycle and feel more confident before the wheels moved.

**Q8.** Any two: his heart was 'pounding'; his hands 'gripped the handlebars far too tightly'; his legs 'felt stiff and shaky'; he 'kept staring down at the front wheel'.

**Q9.** Order: 'the writer's father let go of the seat' = 1; 'the writer's sister clapped and cheered' = 2; 'the wobbling stopped and the bicycle rolled forward' = 3.

**Q10.** Any two: his sister was 'clapping and cheering'; he 'pushed down on the pedals'; 'the wobbling stopped and the bicycle rolled smoothly forward'; he 'had almost forgotten to be afraid'.

**Q11.** body: 'my cheeks were flushed' / 'my heart was still hammering'; inside: 'as though I were floating on air'.

**Q12.** Because he was concentrating hard / did not yet trust his balance and did not want to risk falling until he had to stop. (Accept any sensible reason.)

**Q13.** In Paragraph 1 the writer's 'stomach tightened' with fear; by Paragraph 8 he is 'no longer scared of falling'. It shows he has grown more confident, and he has learned that the fear is 'bigger than the fall itself' and that you beat it by pushing off and starting.

**Q14.** Proud / relieved / triumphant — e.g. he had done 'the very thing I had dreaded all week' and felt 'as though I were floating on air'.

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

**Q16.** Any two: the muscles recover from the day; the body releases the chemicals that help young people grow; the body builds its defences (so it catches fewer colds).

**Q17.** Because, just as a computer saves a file so it can be opened later, the sleeping brain stores what we have learned so we can remember it the next day — it makes an everyday idea easy to picture.

**Q18.** That getting better sleep mostly depends on choices we can make ourselves (such as our bedtime and phone habits), rather than on things we cannot change.

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

- Set a regular bedtime and keep to it, even at weekends
- Switch off the phone about an hour before bed
- Keep the room dark, quiet and cool
- Do difficult homework earlier, not at the last minute
- Parents can keep mealtimes and bedtimes calm and regular
- Families can avoid too many evening activities
- Schools can start the day later / remind families how much sleep teenagers need

### Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Ms Lim, polite+enthusiastic tone, info used from the notice. Language /20 — see G2 language ladder. Continuous (30): Content /10 + Language /20. Narrative (Q1) should show a clear change; Descriptive (Q2) rewards what you see AND smell; Discursive (Q3) needs both sides + a preference; Argumentative (Q4) needs a two-sided 'how far' answer. (Sec 1 edition — mark generously for effort and clear ideas.)