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# G2 English

## Answer Key

*Mark scheme · Papers 1 & 2*

**BRONZE — SEC 1 TIER**

Indicative answers and mark scheme for the Bronze — Sec 1-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	comes	come (plural subject 'students')
2	loves	love (plural subject 'who/teachers')
3	you	your (possessive — 'your friends')
4	have	has (singular subject 'each table')
5	Despite	Although (must be followed by a clause)
6	careful	carefully (an adverb is needed)
7	Lesser	Fewer (countable noun 'students')
8	win	won (past tense — 'Last week')
9	at	to ('look forward to')
10	they	it (refers to 'the club')

### Paper 2 — Comprehension

**Q1.** It shows students playing a game together and enjoying themselves — the friendly, fun side the webpage describes ('relax, laugh and have a little fun'). Accept any feature shown in the photo that the text also mentions.

**Q2.** to explain the rules for using the games room.

**Q3.** Text 1 uses cheerful, friendly language — a question ('Love games?'), exclamations ('Pop into the library this lunchtime!') and direct address ('you') — whereas Text 2 is plain and instructional.

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

**Q5.** He felt great dread / was very nervous — e.g. 'my stomach dropped' when he heard about the talk.

**Q6.** He was afraid of being watched and judged by everyone — of having all his classmates' eyes on him while he spoke.

**Q7.** So that he would feel more confident and would not forget his words when it was his turn to speak.

**Q8.** Any two: his heart 'thumped harder'; his hands 'felt cold'; he read his first sentence 'over and over'; he was 'terrified that I would forget it'.

**Q9.** Order: 'the writer's mind went blank' = 1; 'Aishah gave the writer a thumbs-up' = 2; 'the writer's first sentence came back to him' = 3.

**Q10.** Any two: his first sentence 'came back'; 'the next one followed, and then the one after that'; he 'had almost forgotten to be afraid'.

**Q11.** body: 'my cheeks burning'; inside: 'as light as air'.

**Q12.** Because he felt relieved and proud — he had done the thing he had dreaded for a whole week, and it was over.

**Q13.** In Paragraph 1 the writer is 'filled with dread'; by Paragraph 8 he is 'no longer terrified' of speaking. It shows he has grown more confident, and he has learned that the fear is 'bigger than the thing itself' and that you beat it by simply beginning.

**Q14.** Proud / relieved / more confident — e.g. he learned that 'the only way to beat it is to stand up, take a breath, and begin'.

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

**Q16.** Any two: a new student feels less lost; a classmate feels less alone; it reminds people that someone has noticed them and cares.

**Q17.** It refers to the fact that doing something kind for another person lifts our own mood.

**Q18.** That kindness makes a school friendlier and more welcoming — a happier place where everyone feels cared for and safe.

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

- Hold a door open or share your notes
- Ask a classmate who looks down if they are all right
- Include the student who is left out
- Thank the cleaners and canteen staff
- Schools can hold 'kindness weeks'
- Schools can praise good deeds as loudly as good grades
- Teachers can treat students kindly so students do the same

### **Writing mark scheme**

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Mr Goh, 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 hear; 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.)

