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G2 English

Answer Key

Mark scheme · Papers 1 & 2

BRONZE 3 TIER

Indicative answers and mark scheme for the Bronze 3-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 | learn | learns (singular subject 'a group') |
| 2 | loves | love (plural subject 'who/parents') |
| 3 | chopping | chop (parallel with 'wash' and 'read') |
| 4 | careful | carefully (an adverb is needed) |
| 5 | Despite | Although (must be followed by a clause) |
| 6 | on | at ('at the end') |
| 7 | Lesser | Fewer (countable noun 'snacks') |
| 8 | fill | fills (singular subject 'the smell') |
| 9 | more | delete 'more' ('easier' is already comparative) |
| 10 | they | it (refers to 'the club') |

Paper 2 — Comprehension

Q1. It shows students cooking / preparing food together — the hands-on cooking the webpage describes ('make simple, tasty dishes from scratch'). Accept any feature shown in the photo that the text also mentions.

Q2. to explain how to stay safe in the kitchen.

Q3. Text 1 uses cheerful, friendly language — a playful question ('Hungry to learn?'), exclamations and direct address ('you') — whereas Text 2 is plain and instructional.

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

Q5. He was thinking about getting home for 'a hot drink and a dry pair of socks'; he stopped because he heard 'a thin, frightened whimper' coming from the bushes.

Q6. It suggests the puppy was cold, frightened, lost and helpless — it looked sad and in need of help.

Q7. Because he could not leave it shivering in the cold rain; he wanted to look after it (until its owner could be found).

Q8. Any two: it 'stopped shivering'; it 'was bouncing around the kitchen, chasing its own tail'; it 'fell asleep in my lap'.

Q9. Because he had grown fond of the puppy and secretly wanted to keep it for himself.

Q10. Order: 'the family put up notices around the neighbourhood' = 1; 'three days went by with no answer' = 2; 'a girl knocked at the door' = 3.

Q11. Any two: her 'eyes red from crying'; she said 'we have looked everywhere'; she had been searching since the puppy slipped out in the storm.

Q12. the girl: 'hugged him as though she would never let go'; the writer: 'a lump in my throat'.

Q13. He found it very hard — handing the puppy over was 'one of the hardest things I had ever done', and he felt a lump in his throat. Yet he did it anyway because he knew the puppy belonged with the girl. His choice shows he is kind and honest, and willing to put someone else's happiness before his own.

Q14. A mixture of sadness and warmth — e.g. he had 'lost a friend' but knew he 'had done the right thing', which made the sad feeling 'a little easier to bear'.

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

Q16. Any two: it builds muscles and strengthens the heart; it uses up energy; fresh air and sunshine help us sleep better; children who play outside fall ill less often.

Q17. It refers to the way being among trees and open space lifts the mood, lowers stress and helps us think more clearly.

Q18. That being outdoors could once again become the place where young people most love to spend their free time.

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

- Walk or cycle to school
- Kick a ball around after dinner
- Meet friends at the park instead of online
- Spend even ten minutes outside during a break
- Parents can play outside with their children
- Schools can protect time for outdoor games

Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Ms Chua, 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.

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