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# G2 English

## Answer Key

*Mark scheme · Papers 1 & 2*

**GOLD — SEC 1 (SET 2) TIER**

Indicative answers and mark scheme for the Gold — 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 'my experiment')
2	careful	carefully (an adverb is needed)
3	me	I (subject of the verb 'practised')
4	were	was (singular subject 'each')
5	Despite	Although (must be followed by a clause)
6	question	questions (plural — 'many')
7	lesser	fewer (countable noun 'visitors')
8	win	won (past tense — 'To my surprise')
9	in	to ('look forward to')
10	proudly	proud (adjective after 'was')

### Paper 2 — Comprehension

**Q1.** It shows an experiment or project on display / students at the fair — the hands-on, exciting scene the webpage describes ('bubbling experiments, clever inventions'). Accept any feature shown in the photo that the text also mentions.

**Q2.** to explain the rules for staying safe at the fair.

**Q3.** Text 1 uses exciting, friendly language — a question ('Curious about the world?'), vivid images ('Watch a volcano erupt') and an exclamation ('discover something new!') — whereas Text 2 is plain and instructional.

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

**Q5.** She felt uneasy / anxious (while everyone else was excited) — e.g. 'a tight knot formed in my stomach', because she had never spent a night away from home.

**Q6.** She was afraid of the dark and the unknown — of imagined dangers outside the tent that she could hear but not see.

**Q7.** So that she could get used to sleeping in the dark at home and feel braver / less frightened of the darkness on the trip.

**Q8.** Any two: she 'clutched my torch so tightly that my fingers ached'; she 'jumped at every snapping twig'; she 'could barely swallow a mouthful' of dinner.

**Q9.** Order: 'a crack of thunder jolted the writer awake' = 1; 'the writer was about to shout for the teacher' = 2; 'Hafiz made a quiet joke about the rain' = 3.

**Q10.** Any two: she 'steadied her breathing'; 'the fear began to shrink'; she 'had even laughed out loud'.

**Q11.** body: 'yawning' / 'my eyes heavy'; inside: 'quietly amazed at myself'.

**Q12.** Because she had got through the stormy night she had dreaded all week, even though she had been so frightened — she had surprised herself by coping. (Accept any sensible reason.)

**Q13.** In Paragraph 1 a 'tight knot' of fear forms in the writer's stomach; by Paragraph 8 she is 'no longer afraid of a night away from home'. It shows she has grown braver and more independent, and she has learned that fear feels biggest 'in the dark and alone' and shrinks when you face it, especially with a friend.

**Q14.** Proud / quietly amazed / relieved — e.g. 'the night I had dreaded for a whole week was behind me, and I had got through it'.

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

**Q16.** Any two: each time you get something wrong, survive the embarrassment and try again, you prove a setback is not the end of the world; you recover from disappointment more quickly; you become braver about attempting hard things.

**Q17.** It means that if you never risk being wrong (by trying hard things), you also miss the chances those attempts give you to improve — so avoiding failure also means avoiding growth.

**Q18.** That a mistake is not a final failure but part of learning — something you simply have not mastered yet, and still can.

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

- Resist the urge to crumple the page / forget the mistake
- Look closely at what went wrong and why
- Write down the correct version
- Try a similar problem soon afterwards
- Adults can admit their own slip-ups
- Teachers/families can praise effort rather than only perfect results
- Make a classroom where it is safe to be wrong

### Writing mark scheme

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

polite+enthusiastic tone, info used from the notice. Language /20 — see G2 language ladder. Continuous (30):

Content /10 + Language /20. Narrative (Q1) should show courage and 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. (Gold Sec 1 — expect a little more inference and richer vocabulary.)