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# G2 English

## Answer Key

*Mark scheme · Papers 1 & 2*

**GOLD — SEC 2 TIER**

Indicative answers and mark scheme for the Gold — Sec 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 'each class')
2	built	build (after 'decided to', use the base verb)
3	improve	improving (parallel with 'planning, testing')
4	watching	watch (after 'to', use the base verb)
5	Despite	Although (must be followed by a clause)
6	good	well (an adverb is needed)
7	learn	learned (after 'had', use the past participle)
8	enter	entered (past tense)
9	works	work (plural subject 'we')
10	have	has (singular subject 'the science fair')

### Paper 2 — Comprehension

**Q1.** It shows students taking part in the challenge — e.g. building, testing or presenting an invention, the hands-on, creative side the webpage describes. Accept any feature shown in the photo that the text also mentions.

**Q2.** to explain how to plan and build an invention safely.

**Q3.** Text 1 uses persuasive, exciting language — a question ('Have you ever had an idea that could change the way we live?'), vivid examples ('a gadget that waters plants while you sleep') and a direct call to act ('start inventing!') — whereas Text 2 is plain and instructional.

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

**Q5.** He felt very nervous / anxious — e.g. his 'mouth was dry' and the flute 'trembled very slightly in my hands'.

**Q6.** It suggests he was very uncertain and anxious — he did not know whether he would do brilliantly ('soar') or fail badly ('stumble'), and feared the worse outcome.

**Q7.** It suggests that he was so nervous that he moved automatically, almost as if his body were acting on its own and he was not fully in control of himself.

**Q8.** Any two: 'A single sour squeak escaped the flute'; 'My cheeks burned'; 'my mind went completely blank'; 'I had no idea where in the music I was'.

**Q9.** Order: 'Mr Lim gave a small, steady nod' = 1; 'the writer closed his eyes and drew a slow breath' = 2; 'the melody returned and grew stronger' = 3.

**Q10.** Any two: he 'drew a slow breath' and let his 'fingers remember'; 'the melody returned, hesitant at first, then stronger'; he 'poured everything I had into it'.

**Q11.** nerves: 'My hands were shaking and my legs felt weak'; happy: 'smiling so broadly that it almost hurt'.

**Q12.** Because he was proud of the writer for recovering from his mistake and finishing well — he had coached him, and was delighted that he had not given up.

**Q13.** In Paragraph 4 a single mistake makes the writer's mind go blank and he feels it has ruined everything; by Paragraph 8 he understands that a performance is judged 'by the courage to carry on', not by its flaws alone. It

shows he has grown more resilient and mature, and has learned that one mistake need not define you.

**Q14.** Proud / wiser / at peace — e.g. he no longer believes 'one mistake could ruin everything', and is glad he 'found that courage when I needed it most'.

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

**Q16.** Any two: it shows you exactly what you do not yet understand; it points to the very thing you need to work on; each mistake is a clue that guides your next step.

**Q17.** It refers to the way that getting something wrong and then working out why helps the lesson lodge firmly in the memory.

**Q18.** That adults should encourage and value a child's hard work and trying, not only the marks or results they achieve.

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

- When you get something wrong, pause and ask yourself why
- Keep a record of the errors you make most often
- Return to those errors until they no longer trip you up
- Treat each correction as a lesson, not a scolding
- Adults can praise effort rather than only results
- Adults can treat errors calmly as a normal step in learning

### Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Ms Lim, polite+confident+persuasive tone, info used from the notice. Language /20 — see G2 language ladder.

Continuous (30): Content /10 + Language /20. (Gold Sec 2 edition — hardest Sec 2 level; reward inference, range and a clear stance, but still below the full Sec 4 bar.)

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